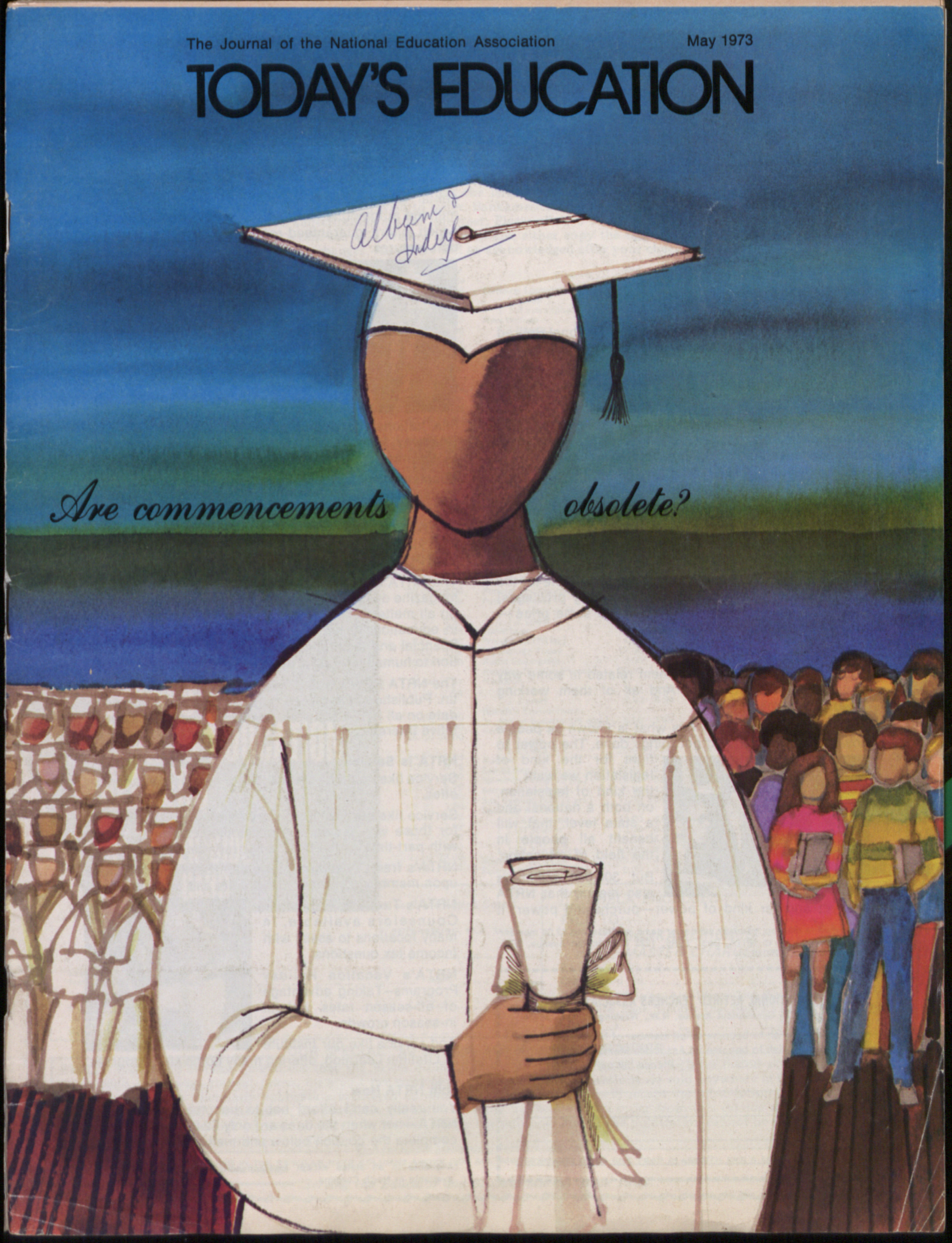
The Journal of the National Education Association May 1973

TODAY'S EDUCATION



Are commencements obsolete?

The National Retired Teachers Association isn't what you'd expect it to be.

You'd expect an Association named the National Retired Teachers Association (NRTA) to be an organization just for retired teachers, wouldn't you?

Fortunately, that's not what it is. At least, that's not just what it is.

True, full membership in NRTA is open to retired and former educators. In fact, anyone, regardless of age, who has ever worked in the field of education, as a teacher or administrator, whether full-time or part-time, may join NRTA as a full member.

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NRTA is People

Over 300,000 of them! All of them related in some way to the field of education. And all of them working toward the same goals.

Which means that NRTA has what is known as people power. It's the power to get things done. The power to

fight for the kind of legislation we want . . . the kind of legislation, on both a national and a state level, that will benefit all people in the field of education.

But 300,000 members also means that NRTA has yet another kind of power—purchasing power. It means, simply enough, that you can save money by buying things through us.

Things like your prescription medicines and health supplies (through the NRTA Pharmacy Service you can purchase health items at realistic prices and have them delivered to your home postage-paid).

And insurance: members are kept informed about NRTA-recommended budget-stretching health and accidental injury insurance coverage. And NRTA-recommended automobile insurance* for safe drivers over 50 which offers guaranteed-renewable, limited cancellation features.

And things like travel (group tours tailored to the special needs of our members go just about anywhere in the world you could want to go).

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The NRTA NEWS BULLETIN is just that—a news bulletin. Published monthly, its purpose is to keep you up to date on all NRTA activities, leadership action and legislative interests.

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Last year alone, 22,855 school-age youngsters died in automobile accidents; another 1,577,000 were permanently crippled.

In fact, traffic accidents are the largest single killer of all Americans under the age of 38.

Since 1932, 82,000,000 of us have been killed and injured on the nation's streets and highways.

In a decade in Vietnam, 46,000 Americans lost their lives; in the same period 523,900 Americans died in traffic accidents. Projections are that 666,000 more will die in the next 10 years, and that 45,954,000 more will suffer serious injuries.

Unless we do something about it.

That's what the Highway Safety Foundation is all about: it's a march of concerned citizens against the nation's biggest killer of young people.

We research the habits of this killer. Our teams investigate hundreds of accidents each year; they're often on the scene even before the police. And we use what we find out to fight highway deaths . . .

We design and conduct advanced driver education programs, teaching people how to handle the unexpected . . .

We show highway engineers how to plan safer roads . . .

We help car makers produce safer vehicles . . .

We provide critically needed information to the U.S. Senate, House of Representatives and state legislatures for government changes necessary in building safer roads and reducing highway casualties.

But we need *more* research, *more* investigating teams, *more* driver education programs, and *more* effective educational programs for the policy makers of our government.

To cheat this killer of his victims, we need money. $5 million in 1973 alone. (It sounds like a lot; but it's just 11¢ for every American who might otherwise be killed or injured in traffic accidents between now and 1980.)

You can help. You can clip this ad and post it in your classroom. You can talk with your kids — get them to talk with their families — about the need for highway safety. You can urge them to watch our National Telethon on May 27-28. You can send for more information about how you can help, both in the classroom and in your community. And you can send urgently needed dimes and dollars to help us stalk this killer.

Sammy Davis, Jr.
National Chairman

We Urge You To Watch

Sammy Davis, Jr. and Albert Shanker will join President Nixon, Ohio Gov. John Gilligan, Gregory Peck, Frank Sinatra and scores of other entertainment personalities in a nationwide telethon for the Highway Safety Foundation on May 27-28, 1973.

Check your local listings for time and station.

Albert Shanker
National Labor and
Education Chairman

Highway Safety Foundation
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New York, New York 10036

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The Journal of the National Education Association
May 1973, Volume 62, Number 5

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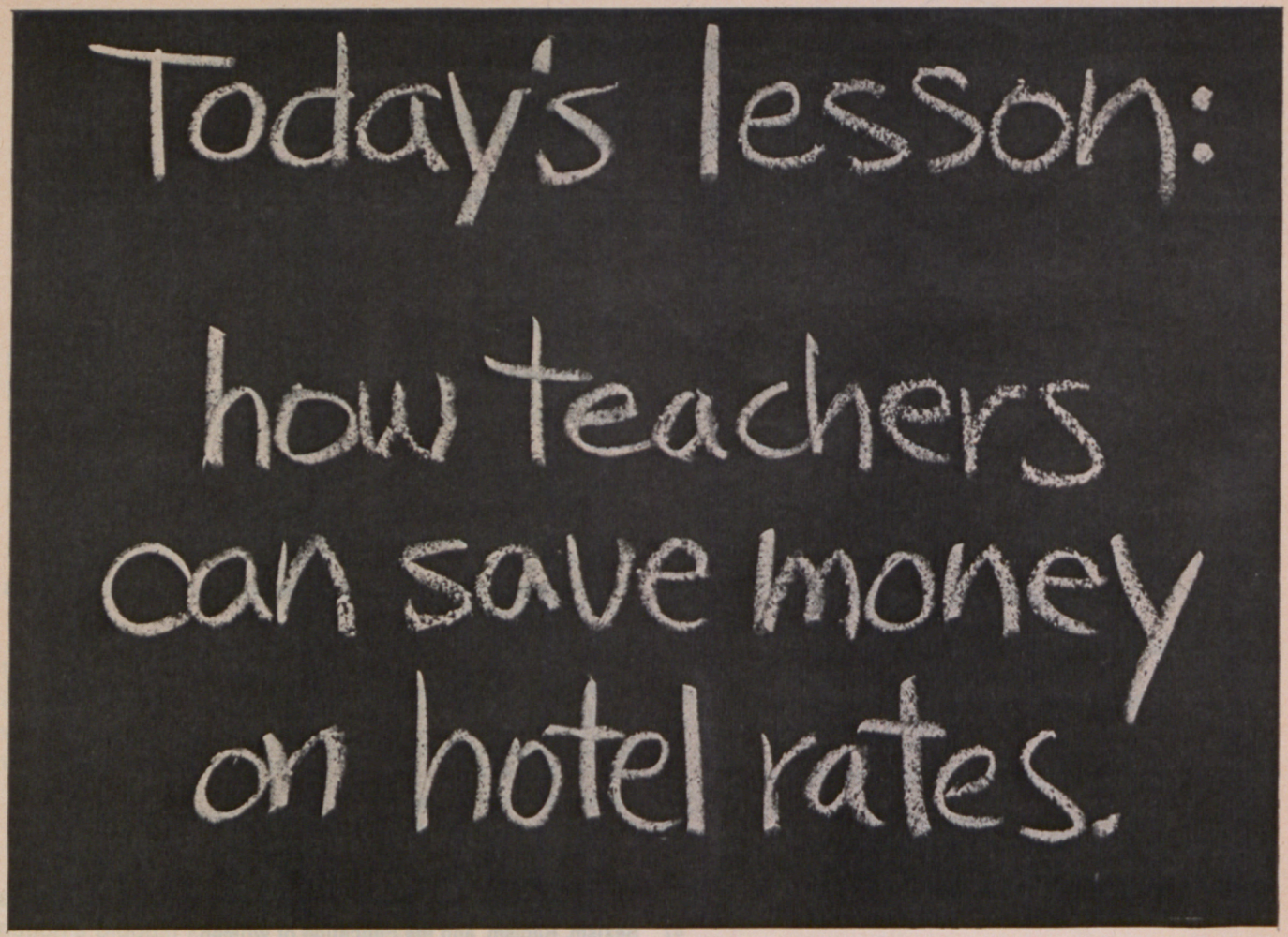

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News and Trends

NEA Executive Scores School Finance Decision

In commenting on the U.S. Supreme Court ruling upholding the local property tax for financing public schools, Allan M. West, former acting NEA executive secretary, stated: "The yield of crops and the concentration of wealth in individual communities will continue to determine the kind of education each child receives. Thus the quality of education he receives depends in no small part upon the accident of birth or residence—the place a child's parents happen to live."

In a five-to-four decision, the Court had reversed a lower court decision in the so-called Rodriguez case which had held the Texas system of financing schools unconstitutional since it made the quality of education dependent on local, rather than state, wealth. NEA, the American Association of School Administrators, the National Congress of Parents and Teachers, and the Council of Chief State School Officers had filed a "friend of the court" brief in the Supreme Court, supporting the lower court's ruling.

AAP Committee Recommends Limited Amphetamine Use

The American Academy of Pediatrics Committee on Drugs has condemned the use of amphetamines to curb obesity in children, to help students cram for examinations, or to stimulate their athletic performance. The Committee said that at present there are only two valid indications for use of amphetamines in childhood: the hyperkinetic syndrome and narcolepsy.

Hyperkinetic or overactive children comprise about 3 percent of the grade school population and usually suffer from short attention span, learning difficulties, and poor impulse control. The condition apparently resolves itself in most cases by puberty. Those with narcolepsy suffer from a rare, lifelong disorder characterized by excessive daytime sleep patterns.

NEA and Others Disapprove of Tax Credits for Parents of Nonpublic School Pupils

Representatives of more than 40 local, state, and national education, civil rights, and church-related organizations, including NEA, have issued a statement opposing tax credits for parents of nonpublic school children. The joint statement says: "We regard the constitutional principles of religious freedom both as guaranteeing the right of sectarian schools to exist and as barring government aid to them. We, therefore, call on members of the United States Congress and the various state legislatures to reject all tax proposals as no more than a device to supply government aid to sectarian schools and consequently as inconsistent with constitutional principle and sound educational practice."

The groups—including the American Civil Liberties Union, the National Congress of Parents and Teachers, and Americans United for Separation of Church and State—also considered forming a national coalition opposed to aid to religiously affiliated schools.

New College Students Shun Careers in Education

College students are increasingly rejecting careers in education, science, and engineering in favor of health and legal fields, according to a 1972 sample survey of first-time, full-time students made by the American Council on Education. Only 12.1 percent of those surveyed plan to work in elementary or secondary education compared to 23.5 percent in 1968—the first year the survey showed a decline in interest in education careers—and 15.4 percent in 1971. The Research Office of the Council noted that though this trend may reflect the current lack of jobs in many fields, it could eventually lead to a critical lack of educational and scientific manpower.

Child Abuse Center Set Up at University of Colorado

A Center for the Prevention and Treatment of Child Abuse and Neglect —believed to be the first of its kind—has been established at the University of Colorado Medical Center in Denver. Financed by a grant of $588,000 by the Robert Wood Foundation, the Center hopes to develop a nationwide attack on parental abuse and neglect of children. An estimated 60,000 children are victims of parental abuse annually.

The Center has set up a crisis nursery, therapeutic day care center, lay therapist services, and "Families Anonymous" groups. It hopes to conduct seminars for professionals in health care, education, social welfare, and law enforcement.

Book Sales Up 5.4 Percent

Book sales in 1971 totaled over $3 billion, an increase of 5.4 percent or $158 million over 1970 sales, according to estimates of the Association of American Publishers, Inc., which conducts annual surveys of book publishing sales.

General book sales accounted for $1.4 billion of the total, while elementary and secondary and college textbooks and educational tests totaled $902 million. Book club sales accounted for the largest single dollar increase for general books, and college texts showed the largest dollar increase in the educational field, with an increase of $18.5 million over 1970.

Supreme Court May Hear Pregnant Teacher Case

Last September, the Fourth Circuit upheld a favorable lower court decision in the NEA DuShane-supported case of Susan Cohen, a Virginia teacher who became the first teacher to successfully challenge the constitutionality of a "fifth month" rule in a federal court. In January 1973, the same court sitting *en banc* reversed the earlier decision. A petition for certiorari was filed in the U.S. Supreme Court by Mrs. Cohen on February 15. The Court has not yet decided to hear the case.

18- to 20-Year-Old Vote Is 48 Percent in '72 Election

The Census Bureau reports that fewer than half of the newly enfranchised 18- to 20-year-olds say they voted in the November election.

The survey of voter participation in 1972 shows wide variations in reported voting among different age groups: 48.3 percent of 18- to 20-year-olds claimed they voted; 50.7 percent of the 21-24 age category; 57.8 percent of those 25-29; 61.9 percent of those 30-34; 66.3 percent of the 35-44 age group; 70.9 percent of those 45-54; 70.7 of the 55-64 age group; 68.1 percent of those 65-74; and 55.6 percent of citizens over 74.

Foundation Grants Millions to St. Louis Universities To Help Vitalize Area

The Danforth Foundation has awarded challenge endowment grants of $60 million to Washington University of St. Louis and $20 million to St. Louis University. Both universities have accepted the challenge to earn these grants by matching them with like amounts of private gifts over the next five years. These grants replace annual commitments made in 1970 of $3 million a year to Washington University and $300,000 a year to St. Louis University that had two more years to run.

The Foundation expressed the conviction that strong private higher education is indispensable to the nation and the stabilization of the two universities is critically important to the continued vitality of the St. Louis region. In making these grants—along with two others totaling $6.4 million to Webster College in St. Louis and Berea College in Kentucky—the trustees feel that they have taken the largest step that they could with respect to the financial crisis in private higher education and still leave the Foundation with adequate resources to continue with most of its traditional programs on the educational scene.

FREE MONEY!

It's a safe bet that you, like the average American, are completely unaware of the incredible bonanza recently granted you by Congress in the form of whopping new Social Security benefits.

Item: When today's average worker of 22 retires, he and his wife, according to Social Security actuaries, will receive an annual pension of *$38,000*. Moreover, the total amount of Social Security he and his wife can expect to collect *will surpass half a million dollars!*

Item: The average American doesn't know it, but the single most valuable asset he now possesses is his Social Security. It is equivalent, in maximum brackets, to a guaranteed 5% income on cash in bank, stocks or real estate worth *over $100,000.* Moreover, every cent of this bounteous income is *TAX FREE!*

Item: Most Americans still believe, mistakenly, that Social Security is a dole exclusively for the aged. The fact is, however, that *10 million* Americans under the age of 60 (and averaging a mere 30) are now collecting Social Security. These non-old age pensioners receive *$13 billion* annually, and both their number and the amounts of money they collect are bound to increase in years ahead. So generous has Social Security for younger Americans become, in fact, that it amounts to Free Money.

The biggest problem in connection with Social Security—as the government itself is first to admit—is giving the money away. That is, the public's woeful ignorance of the availability of funds has prevented its full distribution. *Over one billion dollars*, according to experts, remains undistributed in U.S. Treasury vaults simply because no one steps forward to claim it.

To help overcome this shocking public ignorance, and see that you get your share of the Social Security largesse, the editors of **Moneysworth**, the authoritative new consumer-affairs and personal-finance fortnightly, have prepared—as a public service—a comprehensive, lucid, savvy, astonishing new manual entitled *STAKE YOUR CLAIM! How to Work the Social Security Gold Mine*. A copy is yours *ABSOLUTELY FREE* with a subscription to **Moneysworth.**

STAKE YOUR CLAIM! How to Work the Social Security Gold Mine is more than just an encyclopedic reference work with charts, tables, descriptions of benefits and sample application forms. It is a personal adviser in a field of finance where impartial advice is otherwise almost impossible to obtain (the government, of course, is biased and lawyers are almost never willing to accept Social Security cases because, by law, they are not permitted to charge more than about $10 per case). Among the priceless nuggets of information you will pick up from *STAKE YOUR CLAIM!* are answers to such questions as:

- How can you qualify for a pension even though you have never worked a day in your life, or contributed a cent in Social Security taxes, or even nearly reached the age of 65?
- How can you arrange to collect Social Security from *both* Canada and the U.S.?
- Why is it crucial to check the balance of your Social Security account periodically?
- Does it ever pay to take out *two* Social Security cards?
- Is it true, as some say, that you should "shop" at different Social Security offices since different interpretations of regulations can result in pensions of different amounts?
- What steps, if any, are necessary to protect your pension from attachment by creditors?
- Since, as studies have shown, two out of three workers *over*pay their Social Security taxes, how can you check on your payments and possibly obtain a refund?
- What forms of deception have people employed in order to maximize their Social Security benefits and collect pensions early?
- What federal program helps retired persons get jobs to supplement Social Security?
- What happens to your pension if an employer deducts Social Security taxes but fails to forward them to Washington for credit to your account? What special steps should you take if the firm you work for is financially shaky?
- How do you go about getting one of Social Security's huge "lump sum" payments?

In short, *STAKE YOUR CLAIM! How to Work the Social Security Gold Mine* is a treasure map to the Social Security mother lode, telling what pitfalls to avoid, what tools to use, how to find your way through the maze of regulations and how to hit pay dirt. Its editor and compiler is Ralph Ginzburg, the 43-year-old publisher of **Moneysworth**, who himself collects $99.40 in Social Security every month and has been getting Social Security since he was 25. To repeat, a copy of *STAKE YOUR CLAIM! How to Work the Social Security Gold Mine* is yours *ABSOLUTELY FREE* with a subscription to **Moneysworth.**

In case you're not familiar with **Moneysworth**, let us explain that it is America's most ingenious periodical dealing with personal finance and consumer affairs. It will positively flabbergast you with its inventiveness for making and saving money. In less than three years it has bestowed the Midas touch upon *nearly a million* ecstatic subscribers and has become the most widely read newsletter *IN THE WORLD.* Perhaps the best way to describe **Moneysworth** is to list the kinds of articles it prints:

How to Earn 10½% on Your Savings Account
Digital Wristwatches: A Product Rating
Buying a New Car for $125 over *Dealer's* Cost
Shrewd Buys in Life Insurance
Air Travel at 50% Off
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Belted Tires: A Rating without Bias
How to Buy a Pistol for Protection
Dog Foods Fit for King
How to Contest a Bad Credit Rating
Quadraphonic Hi-Fi: Innovation or Hype?
Wheeling and Dealing for a New Bike
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Easy-Riding Motorcycles
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How to Break a Lease
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How to Protect Your Heirs
Earn Interest on Your *Checking* Account
How to Fight a Traffic Ticket
14 Ways to Save on Your Phone Bill

In sum, **Moneysworth** is a shrewd, trustworthy financial mentor. It is the quintessence of sophisticated gainsmanship.

The staff of **Moneysworth** is a team of hard-nosed, experienced journalists with a record of genius in the field of consumer affairs. Its publisher, as we mentioned earlier, is Ralph Ginzburg, creator of the daring and flamboyant magazines *Fact*, *Eros* and *Avant-Garde* (Mr. Ginzburg was first to publish Ralph Nader). **Moneysworth**'s editor-in-chief is Albert Lee, a former top editor of *Better Homes & Gardens*. Radiating from this nucleus of editorial energy are reporters and product-testers throughout the U.S.A. Together they create America's first—and only—consumer periodical with *charisma.*

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For teachers and others who care...

WHO IS THE SCHOOL?

Photographs & text by MICHAEL SEXTON. An explicit, revealing photo-essay on the workings of school bureaucracy—showing the human dimensions of the problems that both teachers and pupils face in an urban school. Excerpts have been featured in *Saturday Rev.* and *Parade*. $8.95

Photo: Wichita Eagle-Beacon

TEACHER WAS A WHITE WITCH

by MYRLISS HERSHEY. The frustrations and achievements of an experienced teacher who introduced "open classroom" methods into a newly integrated, but still mostly black, elementary school. $5.00

GOT NO TIME TO FOOL AROUND. *A Motivation Program for Education* by REBECCA SEGAL. A staff member of Philadelphia's Board of Education explains that city's remarkable Motivation Program, under which 4,000 selected pupils — all urban and undermotivated, and 98% of them black—have graduated from high school, and 75% of these have completed college. $5.95

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Teacher Education

Thank you for running Roy Edelfelt's article, "The Reform of Teacher Education" (April). I agree with him on two important points: (a) Educational reform or renewal will occur only as teachers are involved in the reform effort *from the beginning*, and (b) Educational reform or renewal will not "stick" unless the organizational rewards of the system support the change—that is, the organizational arrangements at the school level provide the skills training, the resources, and the psychological support necessary so that classroom teachers can counteract or overcome the personal anxieties, the strains, and the sheer hard work of trying to do something in new or different ways.

I would like to add these comments: State departments of education, colleges and universities, and school organizations are shortsighted if they do not recognize and support the potential positive power of professional organizations in teacher education and staff development.

But the converse of this is true, too: Professional organizations will be shortsighted if they bypass the talents and interests of colleges and universities and local lay citizens in their zeal to control professional preparation, staff development, and career assignment.

In times like these, we need to avoid internecine warfare among groups and organizations that share a common concern for the welfare of children and youth. We need new coalitions of organizations and groups at the national level, at the state level, at the school organization level, and at the building level—each coalition organized on the principles of parity and equality. Only if we work together constructively will we be able to develop the political muscle necessary to get education's share of the nation's resources.

I appreciate Edelfelt's statesmanlike posture. We need more people writing in

(*Continued on page* 10)

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Beautiful holidays bloom in British Columbia

Photo from Beautiful British Columbia magazine.

The fabulous floral beauty of Victoria is only the beginning of British Columbia's holiday appeal. Canada's Pacific province offers the grandeur of great mountain ranges and deepset coastal fjords. The charm of peaceful orchard valleys and rolling cattle country. The fascination of historic sites like Barkerville and Fort Steele. And the excitement of Vancouver, a cosmopolitan city in one of the world's most spectacular settings. The active fun can include golf on some of the most scenic courses anywhere. Swimming and water sports on dozens of interior lakes, and along sandy Pacific beaches. Camping in regions where nature is still supreme. Salt-air ferry cruises on sheltered coastal waters. And the sort of fishing that most people only dream about. Excellent highways lead throughout the province, and good accommodations await you in every centre. Plan to visit British Columbia with your family soon. And watch a beautiful holiday bloom.

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The Classical Dance

Madras is the cultural heart of the south and India's classical dance, Bharat Natyam.

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Madurai, city of festivals, is the site of the Meenakshi temple. Incarnations of Hindu deities look at you from the temple walls.

In April-May there is a ten day festival that is perhaps more colorful than any you've seen: the wedding of the Goddess Meenakshi.

Lazy Safari

In Kerala, on the southwest coast, you can take the world's laziest safari. The Periyar Game Sanctuary encircles a long lake, so you can lounge in a motor launch as it drifts around bends revealing elephant families, deer and bison. Maybe even a tiger.

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Zip . . . (*Continued from page 8*)

educational journals about educational reform in terms of what is best for a free and democratic society.

—William H. Drummond, *professor of education, University of Florida at Gainesville.*

The article by Edelfelt states the problems well, but I would like to react to a few and rank them according to degree of seriousness, as I see them.

1. Teacher education in colleges and universities must be revised, and *now.*
2. People who are in the field of teaching should be released *now* for research training so that they can do the research on how to teach and on how pupils learn.
3. Student teaching must begin before the senior year. Perhaps intern programs could be established in the sophomore year.
4. When legislatures mandate new programs, in-service training must be provided in advance to make possible an orderly change to the new program.
5. The problem of individualized staffing will be likely to continue because conservative administrators are not trained for the school management concept.
6. The conformity problem has decreased as teachers' organizations have become stronger.

What to do with a few of the problems:

1. Develop professional standards boards at the state level, with practicing teachers forming the majority of the membership.
2. Earmark more funds for educational research in the techniques of teaching. De-emphasize curriculum research, which has been overemphasized in the past few years.
3. Teacher learning centers are fine as long as teachers are an integral part of the planning process.

These pitfalls must be watched:

1. Student teachers should not be used to replace teachers; the learning process would be destroyed.
2. Student teachers participating in an intern program should be paid for their services.
3. The teacher learning center will give the student teacher an opportunity to work in a community setting, but he should be aware that all communities are different.
4. The various roles of teachers should not be so specifically defined that teachers begin to work against each other.

—Martrene Woodard, *president, Rochester (Minnesota) Education Association.*

Screening Students for Heroin Use

Dr. Wilbur's suggestion regarding screening for heroin use in public junior and senior high schools (March) does, indeed, provoke the fear that "it would constitute a wholesale invasion of privacy and result in mass violation of constitutional rights." His analogy to the practice of quarantine is not quite appropri-

(*Continued on page 12*)

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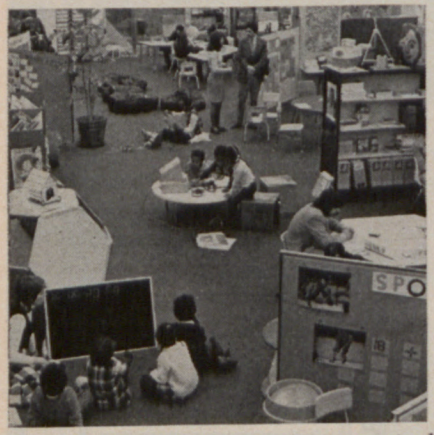
EDUCATIONAL FACILITIES CENTER SHARES LEARNING EXPERIENCES

Excerpted from Omaha Education News, *February 1973. Reprinted with permission of Omaha Education Association.*

The Educational Facilities Center in Chicago was developed to share what education at its imaginative best is—and can be. To realize this objective, the Center staff identifies outstanding programs throughout the country and invites the designer/teachers of those programs to further develop them at the Center in fully equipped *learning environments*. In this way, exceptional teaching methods, programs, materials and facilities are centralized for visiting educators.



These *learning environments* are actual classrooms for Chicago area public and parochial students. In its first year of operation, the Center has broadened its offerings to include: a bi-lingual, multicultural preschool program; a highly individualized, open-plan elementary level program; an interdisciplinary, intermediate level *Traveling Classroom*—based on Philadelphia's highly acclaimed Parkway High "Schools Without Walls" concept; and, from DePaul University's nationally recognized Psycho-Educational Clinic, a learning disabilities program for 8-20 year olds.

On a year-round basis, then, teachers, administrators, board members—indeed, anyone interested in education — may schedule either introductory observation sessions at the Center or pre-planned in-service programs and workshops. Many of the ideas, methods, programs and materials that the visitor sees at the Educational Facilities Center he can later adopt for his own classroom or school district. There is no charge to the educator for orientation tours of the Center.

This *Wish Shop for Educators*, as one educational journalist calls it, also houses the most innovative products, materials and furnishings available in the country today. Over sixty educational firms are presently represented at the Center.

As the Center grows into its permanent thirty-four floor complex, scheduled for completion in 1975, it will continue to widen the scope of its services and learning programs. *The Center Forum*, available to interested educators at no charge, is published regularly to provide updated information regarding the programs and activities of EFC.

Readers interested in subscribing to the *Forum* at no charge, or in scheduling a visit, are invited to contact *Educational Facilities Center, 223 N. Michigan Avenue, Chicago, IL 60601 / (312) 263-1836.*

B, East

Zip

. . . (*Continued from page* 10)

are, it seems to me, precisely because heroin use is not contagious in the normal sense of the word.

That heroin use has reached epidemic *proportions* is of course undeniable. As one who both works with young people and worries about the availability of harmful drugs to my own children, I am deeply concerned. Nevertheless, I would be equally concerned at the prospect of having either visiting screening teams or, worse yet, local doctors or authorities performing such screening in local schools. After five years' experience of teaching in a small high school in a conservative community, I must say that virtually nothing is truly "confidential." My fears are enhanced by the fact that at a recent series of drug-abuse seminars, there was a visible conflict in viewpoints between those who regarded the problem as sociological and medical and those who saw drug abuse only as a criminal act: i.e., the enforcers vs. the rehabilitators. To a man, the school authorities appeared to be more concerned with enforcement and punishment than with treatment.

Therefore, although I agree that sweeping measures must be taken, I think they must be those that will guarantee privacy and that will concentrate on the individual's welfare.

—Robert D. Hummel, *assistant professor of German, The University of Chicago.*

I concur with Dr. Wilbur's ideas and wish to commend him.

—Michael Kazanjian, *Educational Foundations Department, DePaul University, Chicago, Illinois.*

A Neglected Minority

I agree with Ms. Zimet's contentions ("The Messages in Elementary Reading Texts," January), but I would hasten to add another neglected minority: the mentally and physically handicapped.

Book publishers should be hiring special educators as consultants to aid in the writing of stories involving kids who can't hear or see or talk; who live in wheelchairs; who have difficulty learning to count to 10 or to tie their shoes; who haven't yet learned how to handle their emotions in an acceptable manner. First and foremost, special education students fight for the right to be considered "real" human beings.

—Janice L. Beutner, *teacher of multihandicapped, Cayuga County Board of Cooperative Educational Services, Auburn, New York.*

NEA Members Please Note:

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TEACHER OPINION POLL

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Most public school teachers feel that their schools do not take sufficient account of individual differences in pupils' ability, and most believe that high schools in general are placing too much emphasis on preparation for college.

Repeating a question previously asked in 1961, the 1972 Teacher Opinion Poll asked a representative sample of the nation's public school classroom teachers the following:

In your opinion, does the school in which you teach tend to underemphasize appropriate education for any of three groups of children: the gifted, the average, and the slow learners?

Responses indicate deterioration rather than improvement during the last 11 years in the effectiveness with which schools are meeting the needs of pupils of differing ability. Percentages of teachers who feel that their schools underemphasize appropriate education for gifted children and for slow learners are just as large as they were in 1961, while the percentage believing their schools place too little emphasis on the average child has more than doubled. As in 1961, it is the gifted child who does not receive sufficient attention in the opinion of the largest proportion of teachers. The total percentage of teachers indicating that education for one or more of the three groups is underemphasized shows a small but statistically significant increase from 65 to 69 percent between 1961 and 1972.

	1961	1972
Too little emphasis on gifted	47.1%	46.5%
Too little emphasis on average	7.6	18.1
Too little emphasis on slow learners	31.9	32.5
None of the three groups is neglected	35.1	31.4

Seventy-two percent of secondary teachers, compared with 66 percent of elementary teachers, believe that one or more of the three groups receives too little emphasis. As in 1961, a higher percentage of secondary than of elementary teachers feel their schools place too little emphasis on slow learners. The percentage finding too little emphasis on gifted children, however, has increased among elementary teachers and decreased among secondary teachers.

(*Continued on page* 14)

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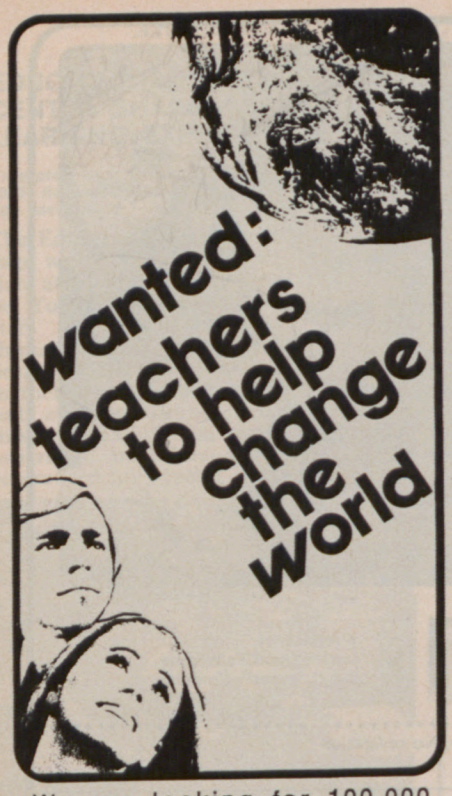

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II 2-4, cont. TOP

(*Continued from page* 13)

	Elementary 1961	Elementary 1972	Secondary 1961	Secondary 1972
Too little emphasis on gifted	46.9%	51.4%	47.3%	41.0%
Too little emphasis on average	7.8	15.5	7.2	20.8
Too little emphasis on the slow learners	26.3	24.7	39.6	41.2
None of the three groups is neglected	38.4	34.5	30.5	28.0

A greater percentage of teachers in school systems with enrollments of 3,000 or less than in larger systems say their schools underemphasize the gifted, but percentages of those who find too little emphasis on the average child are greater in the larger systems.

	Large	Medium	Small
Too little emphasis on gifted	44.2%	44.6%	52.0%
Too little emphasis on average	17.3	21.6	12.7
Too little emphasis on slow learners	31.7	31.5	35.0
None of the three groups is neglected	31.9	31.9	30.1

Another question in the same survey reads thus:

Some people feel that in the high schools too much emphasis is placed on preparing students for college and not enough on preparing students for occupations that do not require a college degree. Do you agree or disagree?

Eight teachers in 10 agreed, about evenly divided between those who *strongly* agreed and those who *tended* to agree. Nearly half of all secondary teachers *strongly* agreed that high schools place too much emphasis on college education.

	Total	Elem.	Sec.
Strongly agree	42.3%	38.5%	46.4%
Tend to agree	39.9	41.8	37.9
Tend to disagree	12.2	12.9	11.5
Strongly disagree	2.9	2.7	3.1
No opinion	2.7	4.2	1.2

Teachers are more inclined than the general public to believe there is too much emphasis on college preparation. Answering this question in a 1971 Gallup poll, 68 percent of the public agreed there was too much emphasis on preparing for college, 23 percent disagreed, and 9 percent had no opinion.

—*NEA Research.*

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NEA governance: *NEA Handbook*, pages 91-115.

NEA resolutions: *Handbook*, pages 47-83.

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World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 161.

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August 1914. Alexander Solzhenitsyn. Farrar. The opening days of World War I provide the setting for this epic novel on the breakdown of the old order in Russia.

Bare Ruined Choirs: Doubt, Prophecy, and Radical Religion. Garry Wills. Doubleday. Provides provocative, personal insights into the roots, confusion, and strengths of contemporary American Catholicism.

The Best and the Brightest. David Halberstam. Random. Reassesses the men who shaped the events leading to the U.S. involvement in Southeast Asia.

Calcutta. Geoffrey Moorhouse. Harcourt. Describes extremes of Indian life in one of the world's great cities.

Children of Crisis: Volume 2, Migrants, Sharecroppers, Mountaineers; Volume 3, The South Goes North. Robert Coles. Atlantic-Little. A monumental study of the many voices of America's poor.

The Children of Pride: A True Story of Georgia and the Civil War. Robert Manson Myers, editor. Yale University Press. Myers creatively edits letters of a plantation family to provide a vivid picture of a time, a place, and a people.

The Clocks of Columbus: The Literary Career of James Thurber. Charles S. Holmes. Atheneum. Recreates the wild and wonderful world of the man with "a warm heart and an angry mind."

Collected Poems: 1951-1971. A. R. Ammons. Norton. Intensely personal poems by a meticulous craftsman.

The Coming of Age. Simone de Beauvoir. Putnam. Ms. de Beauvoir indicts society's indifference toward the aged.

The Confession of a Child of the Century by Samuel Heather: A Novel. Thomas Rogers. Simon and Schuster. Rogers' antihero struggles with the generation gap, war, and defection in a funny novel about the 1950's.

800,000,000: The Real China. Ross Terrill. Atlantic-Little. Dell paper. An informed reporter's impressions and interviews provide insight into a reopening country.

Eleanor: The Years Alone. Joseph P. Lash. Norton. Emergence of an exceptional woman as a world citizen.

Enemies, A Love Story. Isaac Bashevis Singer. Farrar. A tragicomic novel about a man's entanglement with three wives.

Fire in the Lake: The Vietnamese and the Americans in Vietnam. Frances FitzGerald. Atlantic-Little. A young correspondent gives a fresh explanation of war rising out of cultures in conflict.

The German Lesson. Siegfried Lenz. Hill and Wang. This novel of confrontation describes the creative artist's need for freedom and Nazi Germany's insistence on blind obedience.

The Great Bridge. David McCullough. Simon and Schuster. Chronicles the building of the Brooklyn Bridge—an engineering feat which symbolized the aspirations of its age.

Henry James, the Master: 1901-1916. Leon Edel. Lippincott. Concludes Edel's masterful study of James, the artist, and James, the man.

The House of Life: Rachel Carson at Work. Paul Brooks. Houghton. Illustrates the achievements of a pioneer conservationist with selections from her published and unpublished writings.

In the Fullness of Time: The Memoirs of Paul H. Douglas. Paul H. Douglas. Harcourt. The former Senator whose career was devoted to public service describes his full life and times.

Inequality: A Reassessment of the Effect of Family and Schooling in America. Christopher Jencks and others. Basic Books. The book claims that equalizing educational opportunity will not lessen inequality of incomes in the United States.

Jackson Pollock: Energy Made Visible. B. H. Friedman. McGraw-Hill. Describes the tragic life and wide-ranging influence of the foremost abstract expressionist.

The Late Great Creature. Brock Brower. Atheneum. The world of horror movies is the background for this hilarious but chilling novel.

Licit and Illicit Drugs. Edward M. Brecher and the editors of *Consumer Reports*. Atlantic-Little. This is the Consumers Union report on narcotics, inhalants, hallucinogens, marijuana, stimulants, and depressants—including caffeine, nicotine, and alcohol.

The Megastates of America: People, Politics and Power in the Ten Great States. Neal R. Peirce. Norton. Analyzes the impact of the areas where more than half the population live.

Memoirs, Volume 2: 1950-63. George F. Kennan. Atlantic-Little. Deals with the Cold War period when Kennan's career shifted between scholar-historian and ambassador.

The Mountain People. Colin M. Turnbull. Simon and Schuster. This record of the social disintegration of an African tribe has appalling implications for modern civilization.

My Land Is Dying. Harry M. Caudill. Dutton. A powerful condemnation of strip mining and its effects on people and their environment.

This list is available in leaflet form from the Order Department, American Library Association, 50 East Huron St., Chicago, IL 60611. (50 copies, $3; 100, $5; 250, $11; 500, $20; 1,000, $37.50; 2,500, $90; 5,000, $175.)

Virginia Woolf: A Biography. Quentin Bell. Harcourt. The forces that shaped a complex woman form the core of her nephew's incisive interpretation. □

The Optimist's Daughter. Eudora Welty. Random. This gentle novel delves into the past to produce acceptance and understanding of the present.

The Painter and the Photograph: From Delacroix to Warhol. Van Deren Coke. University of New Mexico Press. An eye-opening demonstration of the reliance of many artists on the photograph as a source of inspiration.

Passions and Politics: A Biography of Versailles. Joseph Barry. Doubleday. The royal palace serves as the framework for this study of prerevolutionary France.

Queen Victoria: From Her Birth to the Death of the Prince Consort. Cecil Woodham-Smith. Knopf. New material illuminates the life of the girl and the young queen.

The Restless Earth: A Report on the New Geology. Nigel Calder. Viking. A revolutionary theory explains earthquakes and volcanic activity, with vivid illustrations.

Sadness. Donald Barthelme. Farrar. With wit and tenderness, these short stories examine life at middle age.

Piaf: A Biography. Simone Berteaut. Harper. Her half sister frankly tells of the life of the famous French singer.

Only One Earth: The Care and Maintenance of a Small Planet. Barbara Ward and René Dubos. Norton. Analyzes social, economic, and political dimensions of the world ecology crisis.

The Party's Over: The Failure of Politics in America. David S. Broder. Harper. Harper paper. The noted columnist analyzes what killed the political parties as effective forces and how they can be reborn.

The Savage God: A Study of Suicide. A. Alvarez. Random. Presents lucid interpretation of self-destruction that focuses on the creative personality.

That Championship Season. Jason Miller. Atheneum. In this play, an explosive reunion of four former teammates and their coach dramatizes American values and personal failures.

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A Parent-Teacher's View of Corporal Punishment

NAT HENTOFF, *adjunct associate professor, Graduate School of Education, New York University.*

□ **My 11-year-old son, who would** try the patience of the saintliest of gurus, had once again rubbed my patience raw. I raised my hand, and the phone rang. Nicholas sprinted to answer, picked up the receiver, and shouted to whoever was there: "Nat Hentoff says he doesn't believe in corporal punishment, but he does, he does!"

It was an effective ploy. He knew I wouldn't have hit him, but he also knew the raising of the hand is accompanied by much roaring. This way he had escaped the roaring.

I tell you this to indicate, first of all, that I am not an outside "reformer" proclaiming my abstract righteousness with no knowledge of what real children can do to one's blood pressure. I am the parent of four—all diversely assertive, contentious, absorbing, and self-absorbed. I also teach. In the past, I have taught English and writing in a "difficult" (read:slum) secondary school. Currently, and for the past four years, I have been teaching graduate students, among them potential teachers (if there are jobs) and working teachers going for advanced degrees.

As a teacher and a worker with young children in a number of different contexts, in and out of school, I have never thought of using corporal punishment. I could

---

Mr. Hentoff is the author of *Our Children Are Dying*, a nonfiction book about an elementary school in Harlem and its principal, and three novels for young readers: *Jazz Country; I'm Really Dragged but Nothing Gets Me Down;* and *In the Country of Ourselves.*

not, and would not, hit somebody else's child. Oh, if a big kid were coming at me with a weapon and the clearly manifest will to use it, I would defend myself. But that's never happened, even though most of my contact with young people has been in "difficult" schools and neighborhoods. I'm not saying it couldn't happen; but although I am far from a master teacher, I have learned how to keep a class or discussion sufficiently arresting so that the kids themselves shush down a disturber of the peace.

I should also say, by way of introduction, that until I entered college, my own education had taken place in the Boston public school system where, at the time, corporal punishment was as unquestioned as the changing of the seasons. Both in elementary school and during six years at Boston Latin School, we all knew that if we misbehaved to a certain degree (and that degree varied according to the temperament of each teacher), we would be subject to an uncertain number of blows with a rattan. Again, depending on the teacher, those licks could be more symbolic than painful. But often teachers did demonstrate rather finely developed skills for making the miscreant remember the punitive occasion for some time.

It did not, I confess, occur to us or to our parents to question the use of the rattan. This was in the 1930's and early 1940's, and the concept of students' having the right to protest was as alien to our consciousness (if not to our dreams) as the possibility that we could levitate ourselves.

There is an observation in the NEA's *Report of the Task Force on Corporal Punishment* that I wish I could have seen back then during my own school years: "It is no longer legal for public employees to beat prisoners, military personnel, employees or inmates of institutions. Nowadays, in fact, only beating school children is legal. . . ." (Not everywhere; but to my knowledge only two states and a relatively small number of cities now explicitly ban the beating of school children.)

Anyway, I don't know what my response then would have been to reading about my singular class status (schoolchild) as a legally beatable object. I would, I suppose, have shared the information in mordant conversations with my friends, but I doubt that I would have discussed it with any teacher. To us then, teachers were rather remote figures of unappealable authority who, with exceptions, were not likely to look too kindly on debaters, except those officially on the debating team.

Things have changed, as you know better than I, and this is no longer the case. I do think the change, for all the complications and exacerbations it has brought, is to the good. The goal of education in a free society, after all, is to enable young people to learn how to be free, independent citizens. And an essential part of that learning process is the chance to experience, not just read about, what it is to exercise one's rights as well as one's responsibilities during all those long growing-up years in school. Increasingly, therefore, teachers have to earn their authority by being able to explain convincingly what it is they want their students to do and why. And that's to the good, too, because it helps teachers explain to themselves what they're doing and what they want to accomplish.

Anyway, while some of today's students are like my generation of schoolchildren, more and more are not. And two years ago, the American Civil Liberties Union asked me to undertake a national survey of just what *is* happening in the schools with regard to everyone's (the kids', the teachers', the administrators') understanding of student rights and responsibilities.

Much of what I found and subsequently reported ("Why Students Want Their Constitutional Rights," *Saturday Review*, May 22, 1971) was not surprising to me. There were hassles about hair codes; what was and was not permitted in student newspapers; the degree of "due process" in suspension cases; locker searches; parents' and students' rights to see pupil records, including anecdotal files, etc.

There had indeed been a series of Supreme Court decisions, culminating in *Tinker v. Des Moines Independent Community School District* (1969), which had focused on the possession by students of undeniable constitutional rights and liberties. Back in 1943, for instance, in *West Virginia Board of Education v. Barnette*, the Court had held:

"That [the schools] are educating the young for citizenship is reason for scrupulous protection of constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes."

And in the *Tinker* decision, the Court had declared: "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.

. . . School officials do not possess absolute authority over their students. Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State."

Nonetheless, in many states and cities, I discovered, there is considerable disagreement between administrators and students as to just what the latter's rights are as " 'persons' under our Constitution." One principal in South Carolina somewhat stunned one of my researchers by proclaiming: "The constitution of this school takes precedence over the United States Constitution."

What I did not expect to find—and was shocked by—is the widespread use of corporal punishment in the schools. My own student days long past, I hadn't thought much about corporal punishment. I had assumed that as more was learned about the way people learn and about the psychologically harmful effects of hitting kids, nearly all schools had gradually abandoned corporal punishment. My own kids go to school in New York City, where corporal punishment has been prohibited for some years. (It is legal in schools in other areas of the state.)

But as I traveled and as I read and checked out what my researchers reported, I found that kids were still being hit throughout the country. Not everywhere, but in many, many schools. I wrote about this (to me) astonishing discovery in several periodicals, and in response, I have received scores of letters with new evidence from kids, parents, and teachers.

And since I travel a lot as a reporter and a lecturer, I make it a point to look into this issue whenever I get to a city. In the process, I have collected and confirmed additional information about the pervasiveness of what is not only an anachronistic but a damaging practice. Damaging to children; damaging to the learning process; and damaging, I am convinced, to those who inflict corporal punishment. No one who engages in behavior that demeans others can escape being demeaned himself thereby.

I will not cite here the research concerning the harmful effects of corporal punishment. That has already been done with admirable care and thoroughness in the NEA's *Report of the Task Force on Corporal Punishment*. If you haven't yet read that Report, I urge you to. [Order from NEA Customer Service. $1. Stock No. 381-12010.]

On the basis of what is contained in the Report and on the findings of many workers in this field (one notable example being David Gil and his Harvard University Press book, *Violence Against Children*), it seems to me that those who hit children in the schools fall under the indictment of Erik Erikson—a most heavy indictment. "Someday, maybe," Erikson has written, "there will exist a well-informed, well-considered, and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit."

Let me tell you of a few instances of this kind of mutilation of the spirit by means of corporal punishment. I have not selected the most outrageous of the hundreds of cases in my files, but rather several of the more characteristic ones.

Like the blond-haired boy in Dallas, who looks exactly like my youngest son. He told me last fall of his experiences in the public schools of that city. Around him as he talked were a dozen other youngsters nodding confirmation. The boy was not indignant. What he had to say happens so often to so many kids that it seems to him to be the natural order of school life. I wondered, listening to him, how much of his capacity for indignation at injustice—to others as well as to himself—will have been eroded by the time he is a graduate of the Dallas public school system.

"Oh, we get lots of licks," he said. "In one class, for every minute you're late, you get a lick. And in another class, a teacher took me down to the assistant principal to get some licks because I'd been chewing on my pen and there was ink on my mouth. The assistant principal, he used three paddles on me, and he broke two of them."

Then there is the minister in a small town in Illinois who wrote me about his daughter: "She is a bright and socially-at-ease six-year-old, and intellectual pursuits have not yet been completely submerged by her 'educational' experience. She looked forward to attending kindergarten with great joy, and even anticipated entering first grade this fall with considerable enthusiasm. In each instance, however, her enthusiasm has been quickly dampened by the repeated warnings and continual threat of physical punishment—specifically, the application of a paddle which her teachers keep for 'disciplinary' reasons.

"Although she herself has never been paddled (despite an occasional threat to do so if she didn't stop crying about the threat to do so), the psychological threat of its use, together with enough observation of its use on others to make that threat convincing, has caused irreparable damage to her attitude toward school, teachers, and education generally."

Well, I'm not so sure that the damage in this instance is necessarily "irreparable." But in any case, is this the way to introduce a child to learning, to school, to what to expect from adults in positions of authority?

Or, look at a news story in the October 28, 1971, issue of *The Press and Standard* of Walterboro, South Carolina. It's a story I have since checked out for accuracy. The

report is about a school board meeting at which some parents "expressed displeasure that their children were coming home with bruises over their bodies as a result of being slapped, being rapped over the knuckles and hands, and being paddled with unnecessary roughness. At least two mothers claimed that their children had been punished in this manner because they had made mistakes in their classroom work. Another mother reported that her child, who has an asthmatic condition, had been beaten on the hands, and had suffered an attack the next day. She stated that she had previously explained the child's condition to the school principal, but that the teacher in question had nevertheless hit the girl's hands so hard 'that they nearly cracked.' "

The incident which has affected me most of all those I have discovered has again to do with Dallas, whose school system—in my opinion—does more to mutilate the spirit of children, with regard to corporal punishment, than that of any other city in the country.

This has to do with a high school senior with a good academic record, an A in conduct all the way through school, and the kind of self-discipline that enabled him to hold down a job while going to school, so that he could pay for his own car.

Arriving at school one morning, he parked his car in the wrong place. His punishment was to be three blows. When he refused to take physical (and concomitant psychic) abuse, he was suspended for three days. He was further told that he would not be readmitted to the school unless he took those three blows.

Here is a letter to an administrator of the school from the young man's mother:

"I have no quarrel . . . regarding your right to punish my son for violating the rule of parking on the school parking lot. It was a careless act, and he is aware that I am very displeased that he should cause all of us trouble by violating such a simple rule. A three-day suspension seems to me to be adequate punishment for this first violation, but we would accept whatever additional suspension or other punishment you deem proper—short of corporal punishment—and we assure you that this violation will not occur again.

"I am morally opposed to corporal punishment. I consider it archaic, barbaric, and counterproductive to all the values I believe parents and teachers should try to promote in their young. It could only serve to degrade and humiliate my son without teaching a lesson of any humane value. In my opinion it would equally degrade the person administering the blows. It is a lesson in might makes right, which I have taught against as long as my son can remember. It may be a small matter to you, but it is basic to my deepest beliefs and those I have taught him.

"I know that you have called him into the office a number of times in regard to his hair and, as I have written you previously, I do not think his hair is attractive, but I do not think it disruptive to the school and I think it should be a matter of personal choice. However, I have told him previously that I would not do battle over his hair. Indeed nothing is more difficult for me than to do battle at all, and I will not do it for what I think minor causes. Except for his hair, my son has given no one any trouble. He is a gentle person, intelligent, hard-working, and mature for his age. Do you sincerely believe that the best way to deal with young men is by humiliating them?

"Perhaps you do not consider him a young man and I will not belabor the point that the Draft Board disagrees. If you consider him a child, then perhaps you would agree with the laws recently enacted in some states that parents are responsible for the acts of their children. I do not mean to be facetious when I say that, as the one totally responsible for my son's beliefs—that is, that he has a right to retain some dignity and refuse to be whipped like a slave or animal—I am the proper person to whom you should deliver your blows. I am willing and would receive them without taking the matter any further.

"It is, of course, most important to my son, his father, and me that he be able to complete the few short months before graduation. We fully understand that you have it in your power to deny him this important event. I ask that you please consider alternative punishment if the three-day suspension is not sufficient. Surely you do not dislike him this much and if so, may I try to understand why? In any case, I could never give my consent to anything as distasteful and repulsive to me as having you humiliate him by striking him. I find it almost impossible to believe that anyone could seriously believe that such methods of punishment are constructive and helpful in any way.

"I ask you to please reconsider."

The school authorities refused to reconsider.

The boy, after days of anguish, broke down for the first time and told his father, "Dad, I want to finish school." The father and his son went to the school, and the father watched as the boy took the three blows. The boy went on to class and did get his high school diploma. But a diploma in what? In learning how scrupulously the authorities in his school educate the young for citizenship in a free society?

I have many more letters, affidavits, and reports of cases that far exceed those I have cited in terms of psychic mutilation and physical damage. Kids have been beaten unconscious, have been

(*Continued on page* 56)

The American Indian:

Indian, American: Beyond the Stereotypes

Representative of outstanding Indian art is "Prairie Fire" by Blackbear Bosin, from the collection of the Philbrook Art Center, Tulsa, Oklahoma.

THE SEARCHING MIND

FRANKLIN DUCHENEAUX *(Cheyenne-River Sioux), counsel, Subcommittee on Indian Affairs, U.S. House of Representatives Committee on Interior and Insular Affairs; formerly legislative consultant, National Congress of American Indians.*

In the nineteenth century, the white man's image of the American Indian was either that of the noble savage or the bloodthirsty, dirty redskin. The Indian in the first image could not open his mouth without having gems of great wisdom and profound philosophy pouring out in the most poetical, oratorical style. The second Indian was not happy unless he was dripping with the blood of a white man and holding aloft a scalp of flowing blond hair. Neither of these two extreme images was accurate.

In the twentieth century, two different images have developed in the minds of white Americans. In one—the movie/TV image—the Indian is still pictured as the mighty warrior in majestic headdress, attacking the wagon train or making fervent love to a dusky young Indian maiden. In the other, he is the sullen, broken spirit who drinks cheap wine and lives on the handouts of a sometimes benign, sometimes malicious federal government. These images are also inaccurate.

While the foregoing images still flavor white America's picture of the Indian to some extent, two new images have arisen in recent years. One is that of the sophisticated, intellectual tribal leader who wears tailor-made suits and carries an attaché case. The other is that of the militant Indian; the Red Power publicity seeker, burning buildings, taking hostages,

Beyond the Stereotypes

and desperately seeking identification with Crazy Horse and Sitting Bull—the Wounded Knee image of 1973. While these new images have a basis in fact, neither truly represents most American Indians.

This article will attempt to give the reader a more accurate picture of the Indian—the native American. Nevertheless, it will be necessarily inadequate, for Indians, like all other creatures on this earth, differ—in their physical appearance and spiritual outlook, in their ambitions and desires, in their prejudices and fears.

I will not discuss the Indians living in the urban areas, who were either born there or who went there from the reservations—either voluntarily or because insensitive federal Indian policies forced them to. I do not exclude them because they are not Indian. They are. I do not exclude them because they do not suffer many of the same social and cultural problems of the reservation Indian. They do, often to a more severe degree. I exclude them here because their surrounding environment is primarily non-Indian, whereas the reservation Indian lives in an Indian environment that is foreign to the adjacent non-Indian community. So the following discussion must be taken in the context of the Indian living on the reservation or near enough to be routinely affected by the problems and programs of the reservation.

Indians are citizens of the United States and of the states in which they reside. Stating this may seem unnecessary, but the contrary idea with all of its implications still lingers in many minds. Most Indians became citizens by some act of Congress, particularly a 1924 act that made citizens of all noncitizen Indians then residing within the United States.

Most Indians alive today are considered citizens by birth. Except for certain specific exceptions, they are entitled to all the privileges and subject to all the duties of citizenship.

The Indian is entitled to the same services and benefits of the federal government and of his state of residence as other citizens *because* of his status as a citizen. He is entitled to all the protection of the laws of the United States and of the states. He is entitled to vote in all general and local elections, to serve on juries, and to avail himself of the judiciary machinery to secure his rights and redress of grievances. He is subject to military conscription. Indeed, in the wars of this nation, the voluntary enlistment of Indians and their bravery have been outstanding.

Like other citizens, Indians are subject to all the federal, state, and local taxes—except that property held in trust for them by the United States, income derived from that property, and transactions taking place on that property are tax exempt.

Indians living in a trust relationship (i.e., owning an interest in trust property) have certain restrictions placed upon their use of that property to which other citizens are not subject. Except in tribal relations and when they are on the reservation, Indians are subject to all the criminal and civil laws of the federal, state, and local governments. Other, less important exceptions will not be discussed here.

A trustee relationship exists between the United States and those Indian tribes recognized by the United States. It has been likened to the relationship that exists between a guardian and ward. However, it is *not* a guardian/ward relationship, although it has elements of that relationship.

The trust relationship is firmly based on the Constitution of the United States (implemented by a series of treaties and statutes), which gives Congress the power to regulate commerce with the Indian tribes.

The trust is most evident with respect to the land tenure on the reservations and the implications of tenure. Most of the land and related resources on an Indian reservation are held in trust by the United States for the beneficial use of the Indian tribe or individual. The Indian cannot sell such land or resource without the consent of the United States, and to some extent, the United States restricts other beneficial uses, such as leasing. Imposed upon the United States is a duty to protect these resources against the improvidence of the Indian and against the encroachment or avarice of outside interests.

Prior to the advent of the non-Indian on this continent, the Indian tribes were true sovereign nations. The European colonial powers, the colonies, and the United States recognized and dealt with them as such. However, primarily because of the superior force of arms implementing the so-called *manifest destiny* of the United States, there began a slow but increasing erosion and limitation of tribal sovereignty. To paraphrase the Supreme Court, the United States extended its dominion over this continent by the might of the sword, and the right of conquest gives a title that the courts of the conqueror cannot deny.

Implied in the foregoing paragraph is this basic tenet of Indian law: The right of might has given the United States power to limit or abolish tribal sovereignty and self-government; but except as so expressly limited or abolished, Indian tribes retain their inher-

ent right to tribal sovereignty and self-government. The corollary of this tenet is that those sovereign rights of self-government are not grants of rights from the United States but a retention of rights inherent in the Indian tribes.

Within the boundaries of the Indian reservations, tribal government exists today. In many respects, these governments resemble those found in the counties and municipalities of this nation. Most tribal governments have legislative, executive, and judicial machinery, many based on the Anglo-Saxon model. Members of the tribes elect representatives by secret ballot. Except as limited by the United States, Indian governments exercise criminal jurisdiction over the conduct of their members. They regulate the internal affairs of their members, and, except as limited by the United States, control the use and disposition of property within their jurisdiction.

Tribal governments have the power to impose taxes and license activity. In most respects, their powers are independent of the states and surrounding local communities and governments. Such normal governmental services as road construction and maintenance, education, welfare and social services are carried on and funded by the federal government simply because the tribes lack funds and resources. In short, the tribes have all the sovereignty and rights of self-government that have not been expressly limited by the United States.

Any discussion of the "average" Indian will have inconsistencies because there is no such individual. However, I will attempt to portray one.

The many federal agencies involved in Indian affairs have already drawn a statistical profile of the average Indian. Among other things, the profile depicts a man or a woman who has a shorter-than-average life-span, a lower-than-average income level, a greater-than-average suicide level, a greater-than-average alcoholism rate, and so on, ad infinitum et ad nauseam.

Statistically, this profile is accurate. But a better picture can be inferred from looking at what the Indian wants, which is not too different from what you want. He wants a decent house and a warm bed. He wants peace and quiet in his home and law and order in his neighborhood. He wants a good education and a healthy body. He wants the opportunity to work and the opportunity to relax. He wants most of what the non-Indian wants and has. But he refuses to accept some of the things the outside world has attempted to impose on him and refuses to relinquish certain of his rights as an Indian that the outside world has attempted to wrest from him. Above all, he wants to remain Indian. He does not want to remain poor because he chooses to remain Indian, but he does not want to sacrifice the Indian life in order to secure the good life.

There are those Indians who want to reject all that is non-Indian and seek to rediscover and return to the "old ways." This is a want born of frustration, hatred, and fear of the non-Indian world, feelings which most Indians are heir to with good cause. In them lies the germ of Indian militancy and violence.

There are those who want to throw off all that is Indian and merge facelessly into the non-Indian society. This is a want born of prejudice and discrimination, which most Indians have experienced. But it is my judgment that the "average" Indian is proud of his heritage and cultural past and is unwilling to relinquish his rights and identity as an Indian. Neither, however, is he tied to the past and willing to permit the dead past to bury a secure, contented future for himself and his children in this world he never made.

During the greater part of his everyday existence, the "average" Indian is little different from his non-Indian neighbor in the same locality. A severe drought will affect the Indian farmer or rancher at least as disastrously as the non-Indian. The prospect of a draft call has as much meaning to the Indian as to the non-Indian youth. Local roads that are impassable during the winter are as impassable to the Indian as to the non-Indian. The Indian, though he lives in a community apart—the reservation—cannot help but be affected by the conditions, environment, problems, and progress of the surrounding non-Indian community.

Still, a substantial, firm core of the Indian's existence is almost foreign to his non-Indian neighbor. It is the source of part of his weaknesses as well as the greater part of his strength.

Where rural poverty exists, it bears down harder on the reservations. There, the general ills that affect the larger society are magnified and amplified. The core of Indian existence is affected by forces and influences in a manner or degree unknown to the non-Indian.

Because of the trust relationship, he is afforded protections and subjected to restrictions not current in the non-Indian world. His relationship with his tribe and tribal self-government give him a duality of citizenship which the Supreme Court has found to be not inconsistent with the Constitution and laws of the United States. He has a unique claim upon the United States above that of other citizens. His cultural background, heritage, and value system in many cases, are at odds with the non-Indian, Anglo-Saxon society of America.

This article is not meant to be a definitive, authoritative description of the American Indian, his status and problems. It is offered rather as an expression of opinion by an Indian who has had some contact with most aspects of Indian life. I hope it will erase from readers' minds the stereotyped images of the Indian that have grown up over the years and place in their minds a caveat against current public mass media images that are being offered.

Finally, for those readers who are or who may become involved in some fashion in Indian affairs, it is hoped that this overview will encourage them to inform themselves further, in general and in particular, on Indian issues before making snap judgments based on surface knowledge. □

The Light Touch

Hooked on Committees

GUNNAR HORN, *Head of English Department, Benson High School, Omaha, Nebraska.*

□ **Committees are "too much with us, late and soon,"** as Wordsworth might have phrased it. I sometimes think that if I could regain the time I have spent on committees, I would add at least 10 years to my life.

I have often enough damned committees and all their works, but until recently there was always a small sense of guilt associated with this negative attitude toward democratic inaction. No more!

While I was listening to the radio in a desultory fashion one evening, I gradually became aware that the sportscast had segued into a sermon. Before I could decide whether to switch stations, I suddenly became all attention. What I heard the radio minister say was this:

"When His people were in trouble, God did not appoint a committee. God does not work through committees."

There was more, but I was no longer listening. I was mulling over the message I must subconsciously have been waiting for all my committee-filled years.

If committees are the work of the Devil, that explains much that has puzzled and frustrated me. No wonder committee members can't communicate with those who appoint them or even with each other. No wonder misunderstanding so often leads to chaos.

In my innocent youth I marveled that a committee could have written the Declaration of Independence and thought that people must have been different in those days. I learned later, of course, that they weren't—that Thomas Jefferson wrote the Declaration, and the rest of them just signed it.

For 30 years I have served on committees, usually two or three at a time. The first superintendent of schools under whom I served was the "pusher" who got me "hooked." Subsequent superintendents recognized the addict in me and kept on feeding the habit. Some of them held out carrots, and I went off in hot pursuit, though the carrots always turned out to be inedible.

One superintendent, who shall be nameless, didn't bother to hold out carrots. He put the whole teaching force on committees. It was a mania with him. I am confident he never read any of the hundreds of reports turned in by the committees. He couldn't have; he would have gotten nothing else done.

In those prepollution days, truckloads of committee reports were hauled to the incinerator each spring. It didn't matter. Each fall the man reshuffled the staff and set up new committees assigned to the same tasks as the year before.

We wrote courses of study that were never adopted, recommended textbooks that were never purchased, and wrote building specifications that never reached any architect.

The recent nationwide concern about wasting paper has yet to reach many local committee rooms. I long ago lost count of the reports I have personally drafted. I know I could have written the Great American Novel in far less time and in far fewer words.

My special cross has been that I am a journalism teacher, which makes it practically inevitable that I will be chosen to write the reports of whatever committees I am on. I used to search for escape clauses in my committee assignments, but always in vain.

Once I thought I had outfoxed the system. Alas, it was a delusion. What I did was get a cohort to nominate me chairman. That would enable me to turn the tables, I concluded. I was wrong. The whole committee ganged up on me and declared in unison: "You write the report. It will be a snap for you."

I suppose I wouldn't really mind writing the report if I could get at it promptly—like after the first meeting. The agonizing delay as meeting follows meeting is what wears me down. I'm all for democracy in the abstract, but listening to the same pro's and con's week after week makes me think there is something to be said for dictatorship.

Since my listening habits were formed preradio and TV, I cannot, as the young do, simply tune out sounds I don't want to hear. I must take them all in, the strident voices of the con's and the soporific tones of the pro's. Only rarely do the two camps trade voices. Maybe there's a subject for a thesis here, but I am interested in less writing, not more.

When P. T. Barnum said, "There's a sucker born every minute," he must have had me in mind, for I am reborn as a sucker every time I am asked to serve on a committee.

How true it is that "a committee is a group of men who keep minutes and waste hours." My dictionary of quotations lists as "anon" the author of this sound observation. I know I would be proud to have said it. Indeed, if any future Bartlett wants to attribute the words to me, I hereby grant permission. □

A longer version of this article appeared in the *World-Herald* of Omaha.

What to tell parents about

Professional Self-Governance

□ **Responsible parents—like responsible members of** *the united teaching profession—want the best possible education for all students. A major way in which the united teaching profession is working to bring about the "best" education is by providing support for the passage of laws that will establish state standards and practices commissions. Most parents—and other laymen—know little or nothing about the need for such commissions. You can help to generate support for state commissions by speaking to parents in your parent-teacher conferences—and with friends outside the united teaching profession. Write to Information on Professional Excellence, NEA Center, for materials on self-governance of the teaching profession, including a model teacher standards and practices act.*

The public wants the best . . .

At birth we are attended by a *professional* doctor.

Later we attend schools designed by *professional* architects.

We drive on highways planned by *professional* engineers.

We are advised on tax problems by *professional* accountants.

BUT

We went to schools where teachers were not full *professionals.*

Our children and grandchildren now go to schools where teachers are still not full *professionals.*

What does it mean to be a fully professional teacher?

It means that until the teaching profession regulates itself and judges the competence of its own members, its members are not fully professional.

Doctors, architects, engineers, and accountants, for example, are responsible for their own profession. They are full professionals because their competence is regulated and judged by their professional peers.

Are teachers, therefore, inadequate?

No. Most are competent. Some do extremely well. But they carry out professional responsibilities under the burden of not being considered true professionals who have major responsibility for determining professional concerns. Consequently, they cannot be held fully accountable to the public until they are recognized *by law* as professionals.

How can teachers become true professionals?

The best way is to place teaching, just like law, architecture, engineering, or accounting, under state law. Specifically, this means that each state legislature should pass a law delegating to the teaching profession responsibility for determining standards and practices through the creation of a Professional Standards and Practices Commission.

What would such commissions do that is not being done now?

In nearly every state, the responsibility for the governance of the teaching profession lies with people who are *not* teachers. Decisions about teaching should be made, however, at the point of impact: the teacher. The profession is not yet governing itself; practitioners are not yet making determinations about the accreditation of teacher education programs. A state Professional Standards and Practices Commission would allow teachers to decide (a) who becomes a teacher and (b) who remains a teacher.

Does this mean that teachers will control education?

Definitely not. By state law, the public controls education and sets school policy. The proposed laws do mean that teachers will become truly responsible and accountable, and therefore professional. *Taxpayers will get more for their money* because only well-prepared competent individuals will be prepared for and then allowed to practice in the teaching profession.

WHAT EVERY CITIZEN CAN DO

The citizen who wants better schools and better teaching in his community so that his dollars are spent with the best effect should support a state professional standards and practices act. Here are three specific actions he may wish to take:

1. Phone or write his state education association or the NEA for information on the status of a state standards and practices act in his state. Teachers can supply the addresses of these organizations.
2. Decide whether he favors a state act. If so, he should contact his state legislators *now* and ask them to support a bill in the state legislature.
3. Invite a teacher to speak on the merits of the bill at meetings of local organizations to which he belongs, such as businessmen's clubs, civic associations, labor unions, PTA's, or political organizations. Lead a discussion on the merits of the act following the presentation.

The accompanying chart gives information by state about current teacher standards and practices boards.

—Adapted from a current publication of the Pennsylvania State Education Association and the National Education Association.

POWERS AND RESPONSIBILITIES OF STATE TEACHER STANDARDS, LICENSURE, AND/OR PRACTICES COMMISSIONS OR BOARDS

STATE	ESTABLISH CRITERIA FOR:											
	CERTIFICATION, PREPARATION	ACCREDITATION (TEACHER EDUC. PROGRAMS)	PERFORMANCE, COMPETENCY	TEACHER CONTRACTS	CONTINUATION IN PROFESSION	ETHICAL CONDUCT	ADOPT RULES, REGULATIONS, PROCEDURES	HOLD HEARINGS	SUBPOENA WITNESSES	WARN, REPRIMAND PROFESSIONALS	SUSPEND, REVOKE, REINSTATE CERTIFICATES	CONDUCT STUDIES
ALABAMA												
ALASKA	X				X	X	X	X	X	X	R	X
ARIZONA												
ARKANSAS												
CALIFORNIA	X	X	X[a]		X[a]	X	X[b]	X	X[c]	X[a]	X	X
COLORADO						X	X	X	X	X	R	X[d]
CONNECTICUT												
DELAWARE												
FLORIDA	X		X		X	X	X	X	X	X	R	
GEORGIA			X			X	X	X			R	
HAWAII												
IDAHO			X			X	X	X	X	X	R	X
ILLINOIS												
INDIANA												
IOWA			X	X	X	X	X	X				X
KANSAS	X				X	X	X	X	X[e]		R	X
KENTUCKY						X	X	X	X	X		X
LOUISIANA												
MAINE												
MARYLAND	X	X					X	X				X
MASSACHUSETTS												
MICHIGAN												
MINNESOTA						X	X	X	X	X	R	
MISSISSIPPI												
MISSOURI												
MONTANA												
NEBRASKA			R	R	R	R	X	X	X	X	R	X
NEVADA												
NEW HAMPSHIRE	X		X		X		X	X		X	R	X
NEW JERSEY												
NEW MEXICO												
NEW YORK												
NORTH CAROLINA												
NORTH DAKOTA						X	X	X	X	X	R	X
OHIO												
OKLAHOMA	R						X	X	X	X	R	X
OREGON	R	R	R	R	R	R	X	X	X	R	R	X
PENNSYLVANIA												
RHODE ISLAND												
SOUTH CAROLINA												
SOUTH DAKOTA			X			X	X	X	X	X		X
TENNESSEE												
TEXAS								X				
UTAH												
VERMONT												
VIRGINIA												
WASHINGTON												
WEST VIRGINIA												
WISCONSIN												
WYOMING												

R = recommend. [a]Applies to licensure only. [b]Subject to "stay" by State Board of Education. [c]Credentials Committee can. [d]". . . may investigate any aspect of the field of education that it chooses." [e]By order of State Board of Education.

Good Ideas

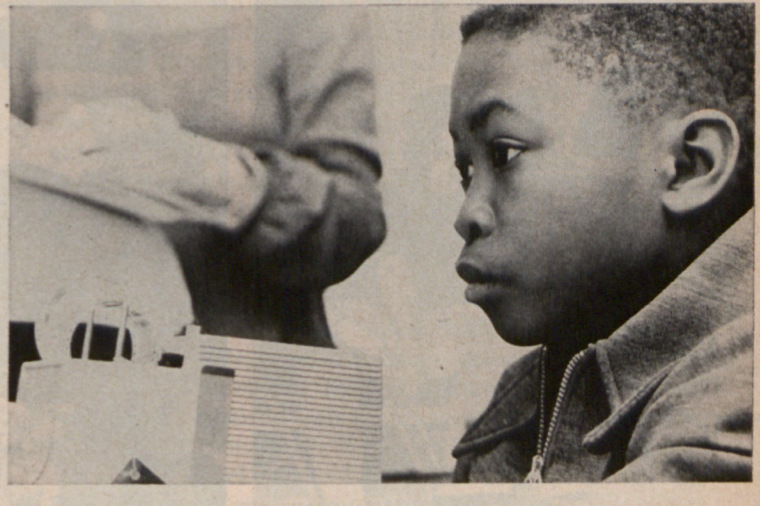
On a rainy, overcast Saturday in March, more than 2,000 members of the education community met at Monmouth College in West Long Branch, New Jersey, to share and demonstrate worthwhile educational practices. The majority gave up a free day and traveled at their own expense to Good Ideas Conference, sponsored by the New Jersey Education Association (NJEA).

On a budget considered insignificant to the overall production, NJEA provided an opportunity for more than 75 teachers, college professors, and State Department of Education people to demonstrate and explain their successful projects and good ideas. Topics reflected the interests and concerns of today's educators—individualizing instruction, open classrooms, learning centers, career education, ecology, and reading and language arts instruction. The idea of the Conference reflects teachers' deep concern about shaping their own continuing professional development. A sampling of the ideas presented at the Conference appear on these pages.

Two eighth grade girls and two seventh grade boys describe their roles in The Community—one segment of a schoolwide Career Awareness Program (CAP) at Crossroads Middle School in Monmouth Junction. The Community is funded under a mini-grant from the State Department of Education. The 25 middle schoolers involved in The Community imagine they are 25 years old and explore their dream career by reading about it; going into the community and interviewing, taping, and photographing people already engaged in their "future" job; and reporting their findings orally to their classmates.

The teacher helps a little boy learn to use a sewing machine in a technology center in the Somerville public schools. Here, children interrelate their projects on various machines and equipment with their regular subjects and develop an appreciation of technology. First, third, fourth, and sixth graders at Somerville Elementary School work in learning centers as a supplement to their regular lessons. First graders for example, may use equipment in one of these centers, such as the cooking or the leather crafts center.

Using the same techniques as *Sesame Street* and *The Electric Company*, sixth graders help second graders at Jefferson School in Westfield create animated film loops dealing with phonics. One creation, "Mark and Martha Go to Mars," stresses the *ar* sound; another, "Pete the Beagle and Edith the Long 'E' Flea," the long *e*. Students write stories and titles and draw pictures and photograph them for the film loops.



"Red Sneakers"—a group of young actors who belong to the Children's Theatre of the Monmouth County Park System—demonstrate pantomime and improvisation and act out "Favorite Fables of Aesop" for Conference participants. The director of the Theatre, a former first grade teacher, points up that "Red Sneakers" involves abstract forms of theatre, requiring spontaneous reaction and a keen sense of creativity on the part of the actors.

A fourth grade visitor to Good Ideas Conference gets involved with a filmstrip prepared by sixth graders at Cinnaminson (New Jersey) Middle School. The 30 middle schoolers in the project, which is funded by a mini-grant of $952 from the State Department of Education, relate their study of the community to all their subjects and develop skills in using still slide cameras and projectors, 8mm motion picture cameras and projectors, and tape recorders; in editing 8mm film and audio tape; in writing scripts; and in synchronizing the audio and video for filmstrip, slide, and motion picture productions.

"To anticipate the consequences of tomorrow . . . to render realistic appraisals of the future . . . to help pattern change . . . to provide for the sensitization and humanization of future man." These are the goals of the Futuristics course at Newton (New Jersey) High School. Students and teachers have engaged in activities, such as developing a futuristics language, constructing a model of a city of the future, and conducting a futuristics court trial (shown above).

Graduate students from the Modern Educational Practices course at Monmouth College present "Puppetopia—An Educational Fable" and demonstrate the use of puppets and their applicability in the classroom. A graduate student (above) introduces a character from "Puppetopia" to two youngsters, who enjoyed the encounter.

"How would teachers feel if administrators came into their classrooms and actually worked with students?" asks the school psychologist conducting a mental health session at the Conference. By discussing issues that concern them, participants in this group—teachers and administrators—engage in William Glasser's technique of the class meeting, a technique they may now use with their own students. (See Dr. Glasser's article in the October 1971 issue of *Today's Education* for a description of the class meeting.)

School Integration and the Teacher

□ **Despite the Supreme Court's 1954 mandate to desegregate** schools, educational institutions continue to restrict opportunities for blacks and other minorities. Just where do matters stand now? This article will examine major trends in school integration litigation —the disestablishment of legally required dual school systems in the South; programs to abolish segregation in northern metropolitan areas; and the implications of both for faculty.

In the South, court orders as well as HEW desegregation plans have led to dismantling of dual systems. School districts—under court orders—must periodically submit attendance and student population records to federal judges for scrutiny.

In its most recent desegregation ruling, the landmark case, *Swann v. Charlotte-Mecklenburg Board of Education*, the U.S. Supreme Court unanimously ruled that busing may be used as a means of desegregating public schools. Ruling in April 1971, the Court supported the use of various techniques, including crosstown busing of pupils from noncontiguous school zones, redrawing of school boundaries, and pairing of black and white schools to "disestablish dual school systems." The ruling gave federal judges broad powers to order a variety of means to end legally established *(de jure)* school segregation.

In *Swann*, the Supreme Court declared that there is "a presumption against schools that are substantially disproportionate in their racial composition" and that the district court "should scrutinize such schools" and place "the burden upon the school authorities . . . to satisfy the court that . . . [the racial identity of the schools] is not the result of present or past discriminatory action on their part." In compliance with *Swann*, federal district courts since 1971 consistently mandated new school zones and busing to integrate school systems.

Federal courts in Georgia, Louisiana, and Alabama have ordered formerly black schools to remain open on an integrated basis to equalize the burden of desegregation on black communities. A court in Louisiana invalidated policies that call for student assignments to schools based on test scores. Suspensions and expulsions of black students have been struck down by a federal court in Texas. NEA estimates that thousands of black students in the South have been victims of systematic suspension and expulsion from schools.

The U.S. Supreme Court has agreed to speak out on the issue of merger of metropolitan area school systems to achieve desegregation of the public schools of the center city. The Richmond, Virginia, case will be heard during this term of the Court. Questioning the constitutionality of predominantly black core-city schools within a white suburban metropolitan area, black plaintiffs in the Richmond case, who have been joined by the Richmond School Board, alleged that because the state had a history of establishing and maintaining school segregation by means of laws and policies concerning housing, credit, and school construction that resulted in segregated neighborhoods, the state board had an "affirmative duty" to desegregate the schools.

U.S. District Judge Robert Merhige, Jr., had ruled on January 10, 1972, that the state board of education must combine the Richmond school system with neighboring Henrico and Chesterfield counties to create a system that would be 66 percent white, a plan which Merhige termed "reasonable and necessary" to achieve desegregation. Such consolidation would require 78,000 of the 104,000 students in the merged system to be bused—an increase of 10,000 more than are presently bused in the three jurisdictions. Subsequently, a panel of the U.S. Court of Appeals for the Fourth Circuit overturned Merhige's order.

Many northern cities have also been ordered to desegregate their schools. Among these are San Francisco, Pontiac, Pasadena, Las Vegas, Los Angeles, and Indianapolis.

The first case involving segregation within a northern city to be accepted for extensive consideration by the U.S. Supreme Court is *Keyes v. School District No. 1, Denver.* (A decision is pending.) On appeal to the High Court is a Tenth Circuit decision holding segregation of core areas constitutional. The appeals court said that the courts cannot order desegregation when racial imbalance does not result from a discriminatory purpose and ordered integration only

of transitional area schools where segregation is deliberate.

Black and Mexican American parents in Denver originally filed suit charging that their children were segregated by school board policy and planning and asking the federal court to eliminate the concentration of minority group students in 15 inner-city schools.

The Detroit metropolitan desegregation case is significant because it combines important elements of the Denver and Richmond cases. In December 1972, a three-judge panel of the U.S. Court of Appeals for the Sixth Circuit upheld District Court Judge Stephen Roth's power to order metropolitan busing to achieve desegregation. The appeals court said: "The discriminatory practices on the part of the Detroit School Board and the State of Michigan revealed by this record are significant, pervasive, and causally related to the substantial amount of segregation found in the Detroit school system."

Constitutional violations committed by the Detroit Board of Education include: segregative zoning in assignment practices, transporting black students to identifiable black schools while passing closer white schools, and unequal capital improvement zoning authority. The Sixth Circuit added: ". . . the only feasible desegregation plan involves the crossing of the boundary lines between the Detroit School District and adjacent or nearby school districts for the limited purpose of providing an effective desegregation plan." Some 54 school districts (including Detroit) with a student population of 800,000 are involved in the plan.

The case has now been reheard by the Sixth Circuit (en banc) and a ruling is pending.

As dual school systems were disestablished under HEW desegregation plans or court orders, the jobs of thousands of black teachers and administrators were threatened or eliminated. Adverse administrative actions allegedly taken on the basis of race include demotion, nonrenewal, dismissal, salary cuts, and reassignment to positions with fewer responsibilities. In 1954, for example, the dismissal of 14 black educators in a Missouri district was upheld by a federal court. By the mid-1960's, however, the Fourth Circuit upheld job rights of seven black Giles County, Virginia, teachers who were dismissed when the small schools they worked in were closed pursuant to desegregation.

Then, in a 1969 Mississippi case, the Fifth Circuit required the Jackson school district to apply reasonable, objective, and nondiscriminatory criteria when staff reductions follow desegregation of faculty. Called the *Singleton* decree, these guidelines have been applied in school districts in the deep South (states included in the Fifth Circuit) with greater or lesser degrees of fairness. In an Alabama faculty case, for example, the district court ordered that specific information be submitted to the Court regarding staff dismissal or demotion, including the system's nonracial criteria and the reasons for dismissal or demotion.

Some districts, to avoid the "objective nonracial criteria" of *Singleton*, have used other devices to eliminate black faculty. In Columbus, Mississippi, the school board instituted new policies requiring employed teachers and applicants for teaching positions to achieve minimum scores on the National Teachers Examination. Similarly in Starkville, Mississippi, the board instituted a Graduate Record Examination requirement. Court action was necessary to restore teachers to their classrooms.

In both the Columbus and Starkville cases, discriminatory school board policies on testing were struck down by federal district and appellate courts. Test scores were declared an invalid single criterion for retention and hiring of teachers. The court further declared that use of the tests bore no rational relationship to classroom performance.

In the deep South, NEA has advocated use of seniority as a basis for retaining staff in addition to expanding the *Singleton* order to cover hiring, promotion, demotion, and all decisions regarding hiring and dismissal of faculty; to place the burden on the school district to prove it did not discriminate; to require school districts to adopt reviewable standards and procedures for evaluating applicants; to actively recruit black educators; and to file reports with the courts.

To guarantee equal consideration for black faculties in merged school districts, NEA, in a brief filed in the U.S. Justice Department's desegregation suit against the State of Georgia, sought extensive changes in the *Singleton* decree. The NEA brief cites HEW statistics disclosing that more than 1,000 black educators lost their jobs while more than 5,000 white teachers and administrators were hired in five southern states between 1968 and 1971.

NEA argued that if there is to be a reduction in faculty, the seniority rule should apply and that anyone laid off should be offered available positions that become vacant. The brief called for the same overall ratio of black to white educators that existed in the school district at the commencement of the 1965-66 school year and for affirmative recruiting programs to reach this ratio. The Fifth Circuit extended the *Singleton* decree to Georgia but rejected the seniority rule as a rule of law in its jurisdiction.

A federal court in Alabama has recently ordered the Dale County Board of Education to follow employment practices calling for "the ratio of black to white teachers in each school to approximate the ratio of black to white students in the system as a whole." This plan is most advantageous to black faculty, since the flight of white students to private segregated academies makes the ratio of black to white students in the public school system considerably more than the ratio in the county student population. Further, the court order requires that principals, teachers, teacher aides, and other staff members who work directly with children at a school shall be so assigned that in no case will the racial composition of the staff indicate that a school is intended for black or white students.

Other Alabama school systems have been required

to hire faculty in a number reflecting the ratio of black to white county population or in ratios that existed prior to merger of the dual school systems.

Use of ratios or numerical goals as a guide to hiring faculty or other employees is an effective method of eliminating employment discrimination. In the past, litigation was the only recourse for minorities and women to attack exclusion from jobs. The ratio approach more readily assures that applicants will not be passed over for unconstitutional reasons.

Pressing reasons for ratios include: relative ineffectiveness of litigation and administrative remedies to effect nondiscriminatory hiring; need for minority and women teachers and administrators as role models; necessity for a multiracial faculty in a multiracial society; and the requirement to remedy past discrimination. The Fifth Circuit has upheld use of racial ratios in teacher employment cases in Mississippi and Louisiana; other appeals courts have called for such ratios in respect to other private and public employees.

Although mergers of southern school systems have created difficulties for black educators, metropolitan remedies to school segregation in northern school districts present new problems relating to negotiated contracts for educators and teacher associations.

The Detroit metropolitan desegregation suit presents a prime example of how education associations can assist in effecting school desegregation. With NEA assistance, the Michigan Education Association expressed its views concerning implementation of the desegregation plan. MEA, which became a party to the suit by action of the Sixth Circuit, urged the district court to consider teacher and student rights problems in order to enable effective desegregation to take place.

MEA stated that "the teachers of the area remain the key to the success of any desegregation plan" and outlined the concerns and recommendations of teachers and educators that previously "have been largely overlooked in the formulation of these [plans]." MEA's brief mandates instituting into the school environment a multiracial and multiethnic curriculum for grades K-12 within two years; control of the use of testing programs because they often lead to resegregation and support the phenomenon of the self-fulfilling prophecy; massive in-service training programs, including the requirement that academic preparation for teachers include six hours of multiethnic studies; and uniform student disciplinary codes in affected districts.

MEA also called for an affirmative action hiring plan for the metropolitan area stipulating that within three years, the percentage of minority faculty employed shall be not less than the percentage of minority students in each local district (averaging approximately 25 percent). Normal attrition, MEA declares, will allow this goal to be reached.

Noting that some 60,000 persons are employed by Detroit and the 53 school districts in Macomb, Oakland, and Wayne counties included in Judge Roth's desegregation plan, MEA points out the effects of desegregation on the contractual rights of teachers within association and AFT affiliates and also the need for effective processes to permit fair and impartial consideration of the interests of students, parents, teachers, and administrators, including sustained community and parental involvement in education and parity for minorities in decision making.

Michigan has a collective bargaining law, and each affiliate has negotiated a unique master agreement with its respective school district. Outlined in MEA's brief are employer-employee relationships, including contractual concerns and seniority rights in transfers.

Economic issues, such as salary scales, fringe benefits, leave policies, and disability pay, would remain the concern of the district sending the teacher to the new district. The contracts of the receiving district would govern working-condition issues, including such diverse factors as class size, discipline policies, lesson plans, attendance at PTA meetings, safety regulations, visitor policy, and evaluation procedures. Grievances concerning these areas of teacher concern would be the responsibility of the district designated to handle that area.

Other events in desegregation matters that concern educators include the following:

- A federal court has ordered HEW to begin proceedings to cut off federal funds to school systems in 17 states that have not complied with desegregation mandates of the 1964 Civil Rights Act. The Justice Department has appealed this ruling.
- The Emergency School Aid Act (ESAA) will provide about $200 million for the 1973-74 academic year to help eliminate school segregation and discrimination, to prevent minority group isolation, and to overcome educational disadvantages of racial isolation. NEA efforts have made reinstatement of displaced minority educators a school district requirement for obtaining ESAA funding. (Some 200 minority educators have been reemployed in southern school districts.) Local associations must have a voice in ESAA-funded programs and may also obtain ESAA funds.
- Charging salaries of some teachers to federal programs has had a disproportionate effect on black faculty. As categorical funding programs are cut back, strategies are being developed to help reabsorb teachers into regular positions in their school districts.

Productive integration to equalize educational opportunities cannot take place unless the total school environment encourages the self-worth of each student. Teachers who bear the day-to-day burden of making desegregation more than a mere mixing of persons of different ethnic and racial backgrounds need to be flexible in balancing their rights as employees with their positions on social and educational issues.

—**Betty E. Sinowitz**, *special assistant, DuShane Emergency Fund, NEA Programs for Human and Civil Rights.*

This special six-page feature describes three programs for the academically talented—state, tri-city, and city.

Georgia's GHP

RALPH E. HOGAN, *director, Governor's Honors Program, and consultant for the education of the gifted, Georgia State Department of Education.*

This year marks the 10th annual Governor's Honors Program (GHP) in Georgia. Four-hundred upcoming juniors and seniors in the public and nonpublic schools of the state will participate in the eight-week summer program, which is designed to provide students of high ability challenging and enriching educational opportunities not usually available during the regular school year.

The staff of GHP attempts to develop and demonstrate instructional techniques which, in addition to recognizing academic excellence, stimulate and challenge the abilities of gifted students. Laymen, teachers, counselors, and administrators may observe the Program through the eight weeks.

The Georgia State Department of Education operates the Program. The Office of Instructional Services, under H. Titus Singletary, Jr., associate state superintendent for instructional services, directly supervises GHP, and the Division of Curriculum Development and Pupil Personnel Services provides the advisory committee of state consultants for the Program. The director of the Program serves as one of the consultants for gifted programs in Georgia schools during the regular school year and becomes the resident director for GHP during the eight-week summer session.

Each year improvements have been made in the method of selection of these 400 high-ability students. The first nominations at the local level are made by a classroom teacher in a specific academic area or in visual art, music, or drama. Then a local selection committee, acting on behalf of the school system, nominates students on the basis of intellectual abilities or artistic talents. Approximately three students are nominated for each finalist chosen.

Next, selection committees composed of public, nonpublic, and college teachers in each subject area carefully screen the nominees at the state level. Each committee considers the grades of the student, his test history, his extracurricular activities in the area of nomination, his written statement as to how he will benefit from the Program, and his recommendation by subject area teacher.

The State Department of Education schedules a personal interview for each nominee with the appropriate subject matter or talent selection committee. During the interview, the student is rated on his philosophy of learning, his seriousness about his particular area of study, and his enthusiasm for the Program. The committees select the finalists, who receive the coveted invitations to the Governor's Honors Program.

The opening statement in the student handbook for GHP is: "You are invited to share a unique experience for this summer." Truly it is a unique experience.

For the past nine years, the Governor's Honors Program has been held at Wesleyan College, located approximately five miles from downtown Macon, Georgia. On this beautiful campus, finalists work and play for eight weeks. The entire campus, the city of Macon, and the surrounding area become a learning laboratory for the participants.

Instruction is offered in the following curricular areas: English, modern foreign languages (French and Spanish only), mathematics, natural sciences, social sciences, visual art, drama, and music. The students concentrate their study in the area for which they were nominated. Course content is idea-centered and stresses the integration of knowledge. Instruction may take the form of classroom lectures or discussions, independent study, teacher-study conferences, small-group discussions, laboratory experiences, or playing an original game designed by a student.

"More of the same" does not apply to GHP. Courses offered vary according to student interest, student needs, and current affairs. No grades are given; no credit awarded. The prize shared by all who are willing to be motivated is the satisfaction of learning and the association with students of like ability.

The Program is not interested in the type of teacher who tells participants what he knows, but in those who will allow students to explore

and discover. The Program hires facilitators of learning—teachers who will get out of the way of the students as soon as possible.

The class day begins at 8:30 a.m. Students are scheduled for in-depth study in their major area of nomination until midday. After the lunch hour, they attend classes in a secondary subject of interest. One interest area offered at various times has been Urban Problems; another, Youth and Politics. After four weeks, students may choose another secondary subject of interest. Usually the list of topics in this second four weeks reflects student suggestions more than during the first four.

On weekday afternoons, Governor's Honors students have a physical education period. Emphasis is on sports which students can continue to enjoy for years, both those played with other people and alone. An intramural sports program was instituted last summer. No trophies were awarded; no most valuable player was announced.

The Program provides students interested in social problems the opportunity to observe in welfare centers, special education programs, mental health clinics, and social agencies in the city of Macon. Students are also exposed to special speakers, who have included astronauts, newspaper publishers, artists, governors, senators, congressmen, mathematicians, and philosophers.

Governor's Honors Program students are not the kind to sit and listen. Therefore, a question-and-answer period usually follows a speaker's presentation. As one young student put it, "I learned to be more questioning as a result of this aspect of the Program, not to accept opinion simply because an 'expert' should know more than I."

Students sometimes engage in experimental study groups. For the past few summers, 25 of them participated in an independent study and discussion group on Liberalism on the American Scene. They studied U.S. history of the early 1900's by reading and discussing American literary works of the time. The motivators in this particular group developed many different teaching techniques to create an atmosphere conducive to learning. Discussions on social attitudes in the literature and the effect of legislation on these and the modern day approach to solving the same social problems were informative and stimulating.

Fun is also an important ingredient of GHP. Dormitory living ranks high with the participants. A recent evaluation report of the Program by the University of Georgia quoted the students as saying that the experience of living in a dormitory was one of the major highlights of the entire program. The fellowship, the swapping of ideas, the opportunities for the "quiet ones" to perform rated high on the evaluation listing.

This summer a discussion pod (a lounge or room open for discussion from 11:30 p.m. to 12:30 a.m.) for bull sessions will be part of the Program. A resident assistant who is a college student or a first- or second-year teacher will supervise the sessions. He will simply keep discussions from getting too loud for the early sleepers. (Early sleepers are those who retire before midnight.)

A special day is set aside to enable participants at Governor's Honors to share their eight-week study with fellow students. Staff members encourage but do not require participation in this sharing. Since the Program is primarily interested in the process of learning rather than in a finished product, the show is not of completed works but of those that are in process. Artworks are in various stages of development, and reports or discussions deal with ongoing projects.

Each year students enjoy greeting "The Governor." The Program has operated under the administrations of Governor Carl Sanders, Governor Lester Maddox, and Governor Jimmy Carter. Each has engaged in a question-and-answer period with the participants and has been more than generous with his time and support for GHP.

Crying time! Crying time! The last day of the Program becomes a damp towel affair. Parents who brought a daughter or son to the Wesleyan Campus eight weeks before are amazed at the emotional outburst of their offspring at the time of parting from friends of like ability.

Perhaps this student's comment sums up the feelings of many participants in GHP: "The thing I enjoyed the most was the freedom. Sure we had a curfew, places we could go and couldn't go, but our thoughts and creativity had no boundaries or restrictions whatsoever." □

Rhode Island's Tri-City Project

LINDA JANE MAAIA, *teacher of Project Gifted students, grades 4, 5, and 6, A. M. Waddington School, East Providence, Rhode Island.*

A regional tri-city program, Project Gifted, is designed to meet the special needs of gifted and talented elementary children in three Rhode Island school systems—Cranston, Warwick, and East Providence. In June 1971, the Project, which is funded by Title III of the Elementary and Secondary Education Act, received an Educational Pacesetter Award from the President's National Advisory Council, Title III ESEA.

Many superior students in these three communities now have a challenging school environment, and their teachers have a new professional atmosphere in which to explore education, learning, and life. Each community has its own approach to educating the gifted and to selecting student participants for the programs. However, the three cities do cooperate on some aspects of their programs. For example, they share a guidance counselor who works with the children individually and in small groups.

Fourth, fifth, and sixth graders participating in Project Gifted in Cranston remain in a self-contained classroom, where they study language arts, mathematics, science, and social studies. Student activities include field trips, individualized projects, folk dancing, dramatics, discussions about world and local events, and experimentation with different media.

Project Gifted in Warwick takes place in the Creativity Center. Fourth, fifth, and sixth grade students go to the Center one day a week for experiences with the arts. The program stresses "creativity, originality, flexibility, and fluency." Students in Project Gifted in Warwick learn to value highly "motivation, purpose, persistence, self-discipline, self-confidence, opportunity, and encouragement" and to express themselves creatively.

Project Gifted in the East Providence schools has developed a resource room approach to educating the academically gifted and the talented. The 37 students in grades 4, 5, and 6 who are in the program attend A. M. Waddington School. They spend the major portion of their time in regular classrooms and visit the resource room for approximately one hour a day.

Students begin their studies by examining the cultures of the Greeks and the Romans, and the origins of the Judeo-Christian culture. The stated objective of this study is as follows: "Through the study of the ancient cultures of the Greeks, the Romans, and the Hebrews and early Christians, the student would be able: (a) to demonstrate a knowledge and understanding of the fundamental principles upon which Western society is based—dignity of man, brotherly love, and rule of law; (b) to use critical skills in analyzing and criticizing systems of values; and (c) to build a system of values for himself which takes account of these three fundamental principles."

Students investigate the cultures to determine the values of the societies and to evaluate the present-day society—their world. They try to decide if past values still exist today.

Other phases of Project Gifted in East Providence include field trips, outside speakers, and development of the artistic talents of the children. Students take advantage of the community through visits to local performances, museums, and so on.

Since the beginning of the Project, students have engaged in such activities as these: One group visited a potter's studio and later created their own pottery in the resource room; a girl interested in creative writing corresponded with a children's author and wrote her own book of poetry; some students learned to type; and groups of students produced the play,

Julius Caesar, for the entire school. Also, the sixth graders held a lecture series on the famous French impressionist, Claude Monet. Parents participate in the programs by making costumes, serving as judges for dramatic productions, and so forth.

Selection of students for the programs varies somewhat from city to city. East Providence seeks to include gifted students who are working at capacity, underachieving gifted youngsters, and pupils with unusual talents, making a special effort not to overlook gifted youngsters who are culturally disadvantaged or from minority races or non-English-speaking homes. In the final screening of students for Project Gifted, the system considers (a) a score of 135 IQ or higher on the individually administered Stanford-Binet test or Wechsler Intelligence Scale for Children, (b) teacher opinion, and (c) parental opinion and permission.

Communities should recognize the needs of gifted children and provide for their special education. Project Gifted is trying to do just that. □

Gifted Children I Have Known

□ **While every child is unique in some way, academically talented children** I have worked with stand out from the others because of certain special characteristics. Recognizing these is of little meaning, however, unless teachers ask themselves: Are these children really different? If so, what does this mean to me in terms of my teaching?

Frequently, academically talented children have a strong desire to pursue a topic of their own choice in depth, for those who have a great talent almost always have a built-in drive to use this ability.

Although most children ask a lot of questions, gifted children show unusually great curiosity. Also, they work above their age level in one or more subject areas and often have a high degree of self-expectation and a desire to excel.

Most gifted children I have known think easily in abstract terms—making observations spontaneously and abstracting relationships. For instance, one of my eight-year-old academically talented students was working on an exercise in comparisons. The problem stated: "An opener is to a can as a key is to a door." He quickly added, "As love is to happiness and as war is to blood."

In my experience as a teacher in an elementary school learning resource center, I've found gifted children creative and ingenious at finding new ways of doing things. They resist routines and drills. When working on a project involving a subject they like, they move efficiently and independently through the planning stages and on to implementation of the project.

Engaging in abstract and divergent thinking is a favorite enterprise of gifted children in my classes. An example of this occurred when I was trying to help a group of primary students better understand their varying special abilities and asked them, "What does it mean to be gifted?" One answered, tongue in check, "If someone gives you a present," and another quipped, "No, it means if someone gives you away."

Then I drew outlines of three bottles of varying size and shape on the board and asked, "How are these bottles different?" The children answered, citing size, appearance, shape, use, and so on. Continuing, I asked, "How are these bottles like people?" Spontaneously, these children reacted with comparisons, such as "The bottles all have openings like people," "They each have a neck like people," and "They each have a round bottom."

These unexpected answers drew smiles from me. Then, after asking the rest of my carefully planned questions, I told them how, with their anticipated responses, I had wanted to show the bottles filled with different amounts of liquids and then ask, "What is alike and/or different about the bottles now?" and "Why are people like these?" Moving on from their answers to these last two questions, we discussed the fact that people can be similar or different in shape and size and similar or different in the amount of ability they have to do certain jobs.

Recognizing the special characteristics of academically talented students leads to a consideration of their needs. They have the same needs as all children: to be loved and reassured, to be disciplined and encouraged, and to receive training in independence and responsibility.

However, these talented children also need practice in creative thinking and exposure to a variety of people, places, experiences, and things. And, in my opinion, their greatest need is the wholehearted support and understanding of both parents and teachers. If they possess this, gifted children have a greater chance of becoming adults who are comfortable about actualizing their potential.

—**Eileen Landson,** *reading resource teacher, grades K through 3, Oak Street School, Inglewood, California.*

San Diego's Program for the

WILMA R. POWELL, *cluster teacher, grade 5, elementary program for the gifted, and* **CECIL MUNSEY,** *curriculum resource teacher, secondary program for the gifted, San Diego public schools. Both authors also free-lance as writer-photographers.*

In 1949, San Diego City Schools began an experimental program for students identified as gifted. When adopted as a permanent part of the curriculum in June 1958, it consisted of several ungraded upper elementary classes.

Dedicated to the philosophy that each child in the school system should have the opportunity to develop his potential, the program has been one of expansion, improvement, and change. It now includes grades 3 through 12 and involves regular class participation, special interest groups, special classes, honors groups, and independent study seminars.

In 1959, 10 years after San Diego initiated the first program for the academically gifted, school authorities determined that among the gifted youngsters, who constituted approximately 2 percent of the schools' total population, was a smaller percentage of highly gifted children whose needs were not being met. For example, studies revealed that the highly gifted required more flexibility and less structure than they were provided in the special program. Thus, in 1960, San Diego City Schools began its seminar program for the highly gifted.

The first venture involved a seventh grade in a two-period combination of English and social studies. Between 1960 and 1964, the system conducted and evaluated experimental seminar classes at both the elementary and junior high school levels. The results were positive, and the board of education approved the adoption of seminar classes for the highly gifted as a permanent part of the instructional program. Then, in 1967, the board expanded the program to include the senior high school level.

Today, the San Diego City Schools, a largely urban district of approximately 131,000 students and more than 6,100 certificated employees, has a comprehensive, dynamic educational program to serve the unique needs and to develop the diverse interests and talents of students who qualify as highly gifted on the basis of scores on the individually administered Stanford-Binet and on certain group tests or through identification by an on-site search committee.

The elementary seminar program consists of eight classes at five schools, each in a different geographical region of the city. Three of the five schools have two seminar groups, one that includes third and fourth graders (the 3-4 level) and the other, fifth and sixth graders (the 5-6 level). In the fall of 1972, two schools added new multigrade (3-4-5-6) groups.

Each of the eight classes is self-contained with a teacher-facilitator who has the help of a part-time aide. Enrollment is limited to 18 in a group, and approximately 150 youngsters are in the elementary seminars this school year.

Much seminar study, with appropriate emphasis on the mastery of basic skills, is by independent contract. Special materials, study packages, and community resource people introduce new interests to students or facilitate in-depth study in existing ones.

The students in these eight classrooms engage in a variety of activities. During a tour of one 3-4 seminar class, an observer might see one pupil laboring over the mechanics of cursive writing, another recording observations of a scientific experiment on photosynthesis, a third diligently working through the concepts of a sixth grade math text, one lad researching the cetaceans, and another student typing a copy of the poem she plans to submit to *Impressions,* the City Schools' creative writing publication.

The 5-6 seminar class at the same school sports a carpeted and cushioned discussion area surrounded by a piano, record players, tape recorders, an aquarium, and terrarium. Teacher-made bookcases, which house a variety of research materials, hide the blackboards. Student desks covered with books line the window wall. In this classroom, students produce the school newspaper.

Seven San Diego junior high schools have seminar classes. Generally, these classes, with an enrollment of about 300 students, are back-to-back social studies and English seminars at the seventh and eighth grade levels and English seminars at the ninth grade level.

Gifted

THE ACADEMICALLY TALENTED

Typically located in a classroom with carpet and beanbag chairs paid for through seminar fund-raising activities, the class is a retreat where pupils come for independent study or seminar groups during scheduled hours or when classroom teachers excuse them from their regular program. Here, where the honor system is the code, ideas flourish and students tend to expand their learning experiences beyond the classroom walls.

Financing the varied field projects the students undertake provides a constant course in economics. A group of 65 junior high gifted students and 35 adults (parents and teachers) recently took part in a weekend retreat at Camp Cuyamaca in the San Diego mountains, where they discussed topics chosen by the students as relevant to both generations. Another group of 21 ninth graders, members of a seminar class in Comparative Political and Economic Systems, made a field trip to the California State Legislature in Sacramento.

Junior high seminar groups also took a series of half-day trips to local colleges and have participated in a program of mini-courses under the leadership of community resource people and school staff. As seminar students progress through the grades, they get more released time from routine work to allow them to meet their unique needs.

Senior high seminar/independent studies centers are located at five high schools throughout the city. These five classes of 200 students from grades 10 through 12 are perhaps the most adaptable to the individual needs and interests of the highly gifted.

The senior high program may also be the most selective in choosing participants. While IQ's of 150+ and search committee identification are elements of the selection criteria, other considerations include student ability as measured by standardized tests, student desire to be in the program, recommendations from previous teachers and counselors, recommendations by tutorial-advisers with whom students will be working (on the basis of two or more interviews), and "demonstrated ability to produce." Students must work in order to stay in the program.

Two interconnecting rooms are usually the headquarters for senior high seminar classes. One room is a resource center, which contains a library of more than 1,500 titles of college level material, as well as periodicals, reprints, tapes, records, and other reference works and audiovisual materials. In a study carrel in this room, a seminar pupil may work in uninterrupted concentration. The second room is activity-oriented. Art decorates the walls along with quotes from student sages. Movable tables, chairs, and room dividers make ongoing projects and seminar discussion possible.

A tutorial-adviser team of two teachers, one with competence in science and mathematics and the other in the humanities, conducts the classes. Three teacher assistants also work in the instructional activities.

In addition to the usual high school curriculum, a wide range of enrichment experiences are available to the seminar students. They may earn credits in five optional modes: attendance in regular classes; contract arrangement with a subject area teacher for independent study; subject area seminars supervised by a tutorial-adviser; an independent study course; and off-campus work at regional colleges, universities, or adult evening classes. Students have earned course credits for work at the Old Globe Theater, San Diego's repertory theater; the La Jolla Art Museum; and other community resource institutions.

Community resources, field trips, and outside speakers are considered an important part of the instructional program, exposing the highly gifted to ideas and concepts beyond those of the teaching staff. Noncredit seminars, initiated by any student, may run for a few days or many weeks. Participants who volunteer for these are required to research the subject under discussion.

At the secondary level, the staff set up a plan for annual evaluation. They wanted to find out if a special program would permit gifted youngsters to achieve at higher levels than they could reach if they stayed in traditional classrooms. Before the first experimental group began their program, the staff matched them with a control group whose members would have no special program.

Both groups were tested in the humanities, social sciences, and natural sciences and at the outset showed little difference in scores. By the end of the first year, however, the experimental group's scores were significantly higher. The same was true at the end of the second year. At the end of the third year (the students' senior year), however, test performance of the two groups became more similar—in part because of such factors as the early graduation of some of the strongest students in the experimental program. Even so, the experimentals still scored significantly higher on the humanities and natural sciences tests. On the social sciences test the median scores of the two groups were virtually the same.

Teachers for the seminar program have a wide interest and in-depth experience in a particular field. All have previously worked with the academically talented. Each had been successful with individualized, innovative, student-oriented planning and has a tolerant, empathetic attitude toward the gifted. □

ALASKAN BY

Each Monday in 13 frigid and far-flung Alaskan villages, teachers are taking part in a professional educational seminar bounced off a satellite 22,300 miles above the equator.

Believed to be the world's first satellite seminar for teachers, the 15-week, two-way radio course was launched January 22 under the sponsorship of the National Education Association; its affiliate, NEA-Alaska; and the University of Alaska. The seminar, which is titled "Teaching Techniques for Rural Alaska" and is accredited by the University of Alaska, School of Education, as Education 494, may also be audited.

Some participants report they wrap themselves in blankets during the broadcasts—eight of the villages are on or above the Arctic Circle and the temperature goes as low as 50 degrees below zero. Since the satellite sessions begin at 7 P.M. Alaska time, several hours after dismissal of school, some school buildings where groups meet are by then not fully heated. In some villages, groups meet in hospitals.

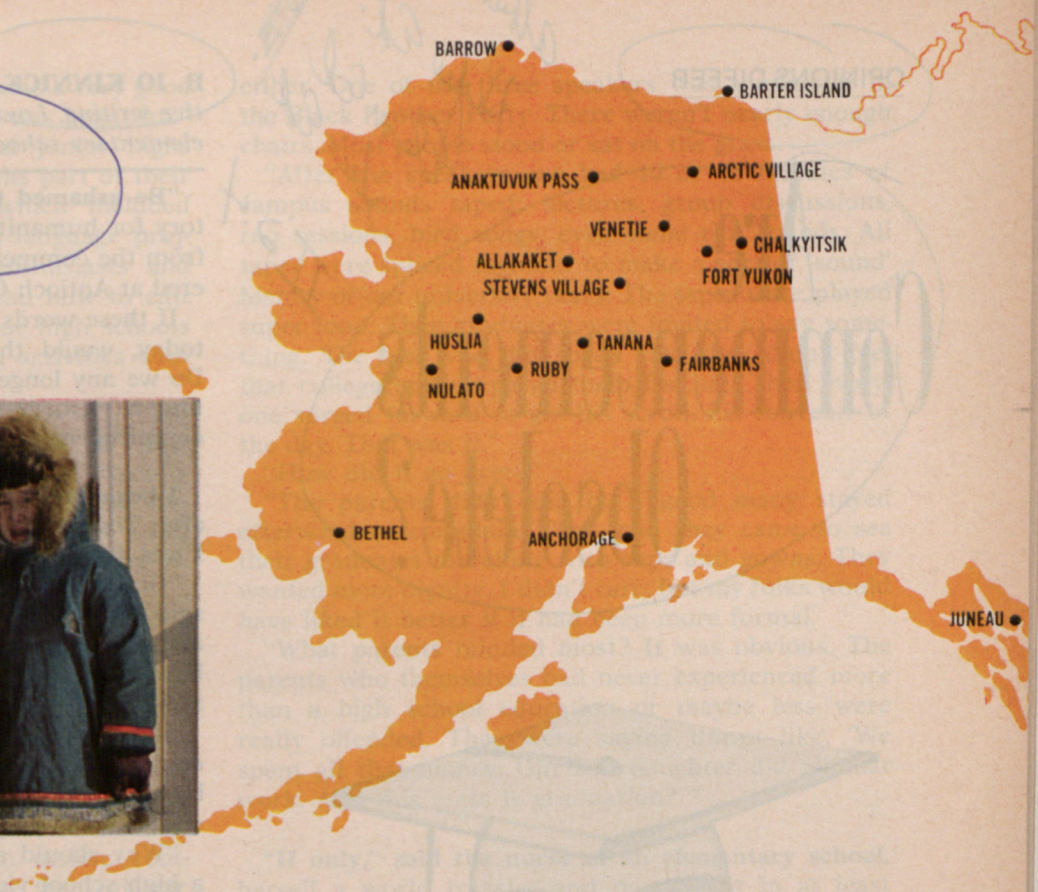
The participating villages—termed *earth stations* in satellite radio parlance—are in an area stretching from Barter Island, which is offshore in the Arctic Ocean, to Kotzebue, a short hop from the Soviet border, and inland to such places as Fort Yukon, Allakaket, Anaktuvuk Pass, Arctic Village, Nulato, and Chalkyitsik.

The purpose of the experiment is to explore the feasibility of using satellite communication for the professional development of teachers in isolated rural areas of our nation. Expanding the experiment to other rural areas such as Appalachia or the Rocky Mountain region is already under consideration.

When the University of Alaska coordinator calls the class to order each week, receiver-sender sets in the University control booth in Fairbanks, the Alaskan villages, the capital city of Juneau, and Bethesda, Maryland, are all tied into the two-way satellite radio network. (The National Aeronautics and Space Administration is permitting NEA use of the satellite; and the National Institutes of Health, their satellite radio facilities in the National Library of Medicine at Bethesda.) Special antennas, developed at the University of Alaska, have been installed on the roofs of the schools and hospitals in the Alaskan villages. The NEA mails printed materials and tapes of the sessions to participants.

Resource persons include practicing teachers in any of the villages, who describe some instruction method they have found especially successful in rural areas, professors from the Department of Education at the University of Alaska in Fairbanks, staff members of NEA-Alaska in Juneau, and NEA headquarters staff and guests using NIH facilities in Bethesda (where the broadcast starts at midnight). Any participant—from the Bering Sea to the Washington, DC, suburb—can take part in the question-and-answer period that concludes the 50-minute sessions. Thus the Q's and the A's may originate about 6,000 land miles—and nearly 50,000 space miles—apart.

SEMINAR SATELLITE



One of the strong features of this experiment is that it demonstrates that teachers do want to share their experiences and learn from each other. Because teachers are teaching other teachers, this demonstration could be referred to as a "non-site" teacher center of the air. Every effort is made to make the seminar's content as relevant as possible to the everyday teaching problems faced by teachers in the villages. For this reason, resource persons from the "lower 48" participate on a standby basis and take part in the discussion with other teachers in Alaska.

Among the subjects discussed are the following: open classrooms, cross-age teaching, nongraded approaches to teaching, community involvement, and cultural influences in rural Alaskan education.

This in-service project grew out of a recommendation from a 1972 NEA-UNESCO study of the educational needs of Alaskan villages and of the ways technology might help meet those needs. Members of the NEA staff for Professional Excellence conducted the study with the help of a communications consultant from UNESCO in Paris who works on education communications projects in underdeveloped countries around the world.

"In many respects," the study report said, "a satellite was invented for Alaska because of Alaska's unique communication problem, lack of terrestrial communication facilities, mountainous terrain, harsh climate, and sparse population. These factors point to satellite communication as an ideal system of reaching all parts of the state on a real time (instantaneous) basis."

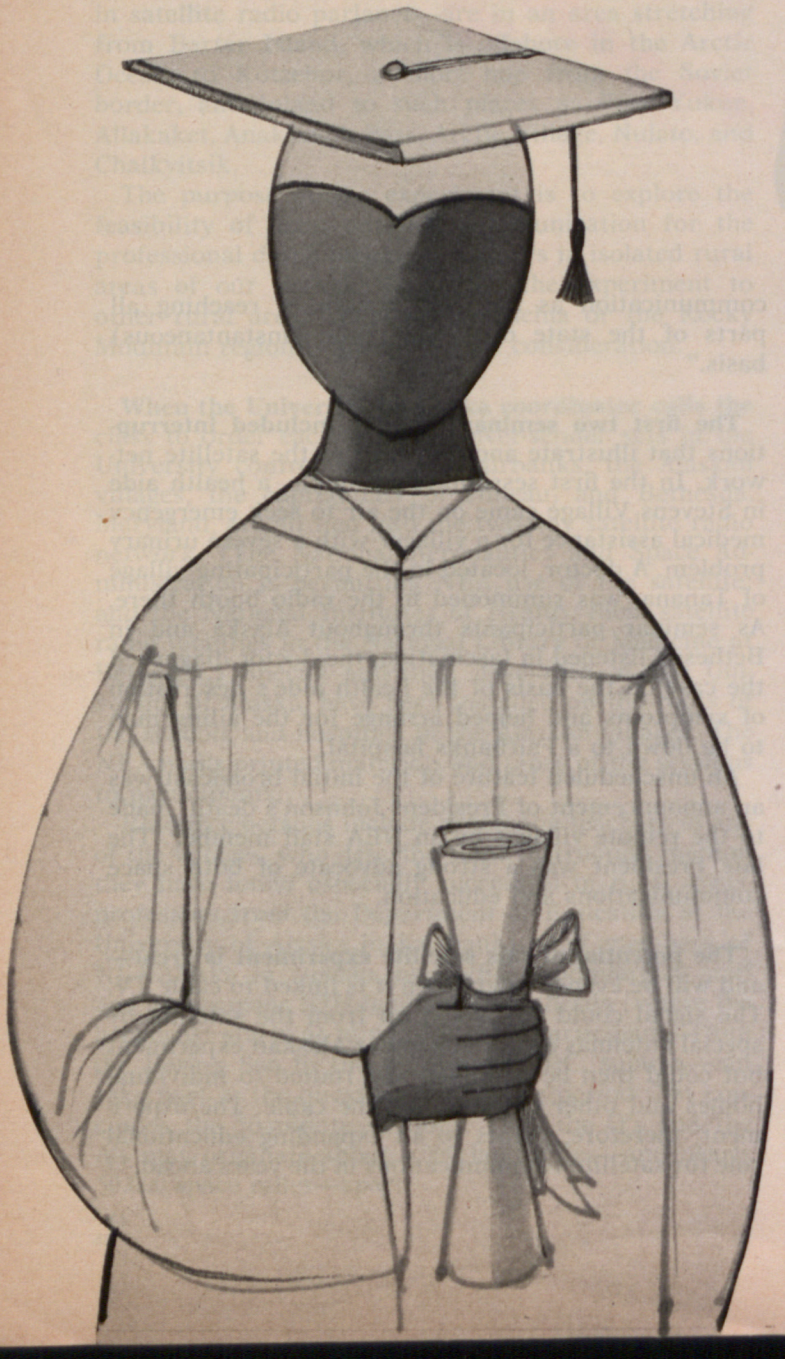
The first two seminar sessions included interruptions that illustrate another facet of the satellite network. In the first session, for example, a health aide in Stevens Village came on the air to seek emergency medical assistance for a villager with a severe urinary problem. A doctor, located in the participating village of Tanana, was summoned to the radio booth there. As seminar participants throughout Alaska and in Bethesda listened in fascination, the doctor diagnosed the case on the basis of the health aide's description of symptoms and helped arrange for the ailing man to be flown to a Fairbanks hospital.

An unscheduled feature of the initial broadcast was an announcement of President Johnson's death, made to the remote villages by an NEA staff member. The late President was a strong advocate of both space communications and education.

The potential of this satellite experiment is great— and will be even greater when it is linked to cable TV. The signal could be picked up from the satellite by special antennas as in the present Alaskan experiment but could then be amplified and routed to individual homes and other buildings on the cable. The experiment, therefore, points to an expanding educational role for satellite communications in the years ahead. □

OPINIONS DIFFER

Are Commencements Obsolete?



B. JO KINNICK, *ESEA demonstration teacher, creative writing, Lowell Junior High School and 15 Title I elementary schools, Oakland, California.*

"Be ashamed to die until you have won some victory for humanity!" That call to youthful idealism is from the commencement address Horace Mann delivered at Antioch College in 1859.

If these words were spoken at a college graduation today, would the hall ring with derisive laughter? Do we any longer believe in being ashamed? In winning a victory? In humanity? Do we even believe in commencement ceremonies, or are they obsolete?

I began asking the last question of everyone I met, after *Today's Education* asked me to write this article. I was deluged by opinions.

"Graduation ceremonies obsolete? Yes, definitely," said an elementary teacher in her mid-twenties. "They are staged for parents, who feel, 'I want my child to have this experience.' Personally, I think they're silly, and I managed to miss nearly all of mine."

She continued, "I guess a graduation ceremony could have meaning. But it wouldn't be one organized by school administrators or teachers. At any level, students should plan it, set it up, preside, participate."

"Why should adults run the show forever?" asked a high school vice-principal. "Would you believe that this school used the same graduation ritual from the time it was written (by a teacher) in the 1920's through the 40's, when I graduated, right up to 1966, when I arrived as vice-principal? The very next year we threw the ritual out. That year a drama teacher wrote a script called 'A Time for Change.' He cast many graduates in the presentation, which included speakers, modern dance, a combo, and the school choir."

"Did you ritualize that one?"

"No, indeed. We now have a to-each-class-its-own policy."

Robert Frost's poem "The Road Not Taken" provided the theme for what was described as a "successful high school graduation ceremony" with every senior participating, the entire class saying the poem as a choral reading, and four, chosen on the basis of tryouts, discussing aspects of choices, particularly vocational choices.

Another high school class used the Langston Hughes poem "Mother to Son" in a similar manner—to provide words for a voice choir and titles and themes for two or three short talks by students.

When asked about graduation ceremonies, junior high school students seemed overwhelmingly in favor of them. "We always have a ninth grade student committee," said one, "and a theme, and a faculty adviser. Last year our theme was from black dramatist Lorraine Hansberry, 'Young, Gifted, and Black.' Since all the kids in our school are black, the theme wasn't prejudiced. About 20 kids wrote speeches and tried

out, and teacher judges chose four. It was a very good program. Our choir performed too. It was beautiful."

One elementary school and several junior highs reported that a student-made movie was part of their graduation exercises. The movies, which included shots of school experiences, began as language projects with teachers who were film enthusiasts and could teach how to use the camera and how to edit the film. Other intermediate and junior high schools featured programs of slides of student activities with student narrators.

"I graduated from Dillard University in New Orleans," said the teacher, her eyes dreamy. "Graduates walked down the Avenue of Oaks. It was a tradition. For four years I looked forward to that walk, worked toward it, and then there I was taking it. I cried. I just had to."

"Abolish commencement!" This exclamation came on a Christmas card from Maine. The weather was sub-zero there, but the comments were red-hot. "Why I'm head marshal of the Columbia (University) commencement. Think of the thousands who never attract any attention from anyone except during that brief excursion in academic costume. They even impress their parents and families. It's a symbol of achievement. There's an out for those who dislike commencement—all they have to do is see the registrar and pick up the diploma."

In the fifties, I received a master's degree from the University of California, Berkeley, along with some colleagues 20 years younger. The football stadium was the scene of commencement exercises time out of mind. No chance for a parent to recognize his graduate without binoculars—unless that graduate agreed ahead of time to wave a flag or to fall down on his way to receive the scroll that was and is a kind of promissory note for the diploma, which arrives by mail some six months later.

No one in my family—husband, son, daughter—sighted me at my Berkeley graduation. I hardly cared. I felt rewarded to hear President Robert Gordon Sproul boom out, "By the authority vested in me by this University. . . ." Sproul must have shaken half-a-million hands during his tenure of office. He shook mine. He seemed to enjoy it. He looked me squarely in the eyes as he gripped my hand. Incredible.

For the past several years, each college on the Berkeley campus, and in some cases each department, has held its own commencement ceremony. I questioned one of last year's graduates, who said, "Actually my commencement was a sort of happening in one of the campus eucalyptus groves on a Saturday afternoon last May. I had a paper due the next Wednesday and I needed to be studying and writing, but what could I do? My family showed up, all dressed up, so I had to be there."

"What was the ceremony like?"

"Ceremony? I don't think it was quite a ceremony. No one wore robes, and some didn't wear shoes, either. One of the three speakers was a minister in the Black Panther Party. There weren't nearly enough chairs. Most people stood or sat on the grass.

"After the speakers, we had 10 or 15 minutes of campus sounds taped: lectures, group discussions, rap sessions, bird songs, even some riot sounds. All tapes were spliced together to make a sort of 'sound' history of our university years. The tapes were played super loud. Then graduates were invited to say something. The few who did speak said they didn't feel that college had prepared them for life. Then everyone surged forward to get his scroll, his souvenir of the day. That was it."

"How did it go over?"

"The parents didn't dig it. A good many stayed afterward to complain. They said they came to see their graduates marching with caps and gowns. They wanted more dignity. I didn't care, but my folks would have liked it better if it had been more formal.

"What parents minded most? It was obvious. The parents who themselves had never experienced more than a high school education or maybe less were really offended. They were saying things like, 'We spent all that money. Our son/daughter did all that work. And this mess is graduation?' "

"If only," said the nurse at an elementary school, herself a world traveler and participant in at least four graduation ceremonies of her own, "If only we could think of a commencement ceremony as a rite of passage from one level of achievement to another and we let students decide the nature of the rite, wouldn't that be beautiful?"

It would indeed. Thought of in that way, planned with that idea, commencement ceremonies might never become obsolete and Horace Mann's imperative could take on new significance. □

The administration of a high school located in an upper-middle-class suburb polled both students and parents to discover whether their attitudes toward the annual graduation ceremony were changing. Here is a summary of the findings:

1. Parents and students in large numbers favor the continuation of the commencement ceremony.
2. Many respondents felt that the ceremony should be streamlined and shortened.
3. Large numbers of parents and students believe the commencement program should be formulated by students and administration with approval granted by the school board.
4. Students believed that attendance restrictions are needed but should not be too rigid. Parents, on the other hand, felt that tickets should be issued to limit and control spectators.
5. Participants and spectators should be informed in writing what is to be expected of them.
6. It was felt that students who are uncooperative should not receive their diplomas at the commencement ceremony.

—*From* NASSP Spotlight, *May 1972.*

ALLAN A. GLATTHORN, *director of teacher preparation, Graduate School of Education, University of Pennsylvania, Philadelphia, and former project director, Alternative Schools Project, and* **JON BRISKIN**, *graduate student, Villanova (Pennsylvania) University, and former instructor in the Alternative Schools Project.*

The best medium is the open road, and the best method is a camper.

That's the conclusion we reached after using a large motor home for three months as an alternative school on wheels. With little expense and bother, we were able last school year to travel and learn with about 60 of our students by making trips, such as an art tour of New England museums and art institutes; a politics tour of Washington, DC; and a language tour of French Canada.

Our school on wheels was part of the Alternative Schools Project, a joint effort of the Philadelphia school district, five suburban districts in the Philadelphia area, the U.S. Office of Education, the Pennsylvania State Department of Education, and the University of Pennsylvania Graduate School of Education. The Project operated two alternative high schools—Alternative East and Alternative West. They were headquartered in two separate buildings; much of the program of each school involved extensive work in the community and the use of other facilities. The two schools enrolled about 300 students from grades 10 through 12 in the six districts.

Travel has become so important to young people today and guided travel is so inherently educational that we are convinced that schools on wheels will be a major mode of alternative education in the decade ahead. The self-contained motor home—with its own cooking, sleeping, and toilet facilities—can make student travel economically feasible for public schools. We believe that the motor home is so ideal for this purpose that every major school district should purchase its own.

We began by renting a motor home, because our evaluation of alternatives had convinced us that this was the best type of vehicle for a school on wheels.

Our three-month experience with the camper (nicknamed "The Walrus" by the students) convinced us that we were right.

We appointed a Learn Through Travel committee, composed of interested students, parents, and staff. This group established guidelines for trips, developed an application form, and screened all requests from staff and students to use the motor home for educational purposes. Committee members publicized the availability of the motor home to the school community and suggested kinds of trips that might be educationally profitable.

The following thumbnail sketches indicate types of trips groups made in the camper:

Art tour. Students and a staff member toured New England museums, art schools, and art institutes. They soaked up some culture, obtained information about art education, and sketched and painted along the way to and from New England.

Politics tour. Besides visiting the usual tourist attractions in Washington, DC, the students and a staff member met and talked with Congressmen and did some lobbying for the peace effort.

Language tour. This tour included stops in Quebec, the Maple Sugar Festival at Plessisville, and Montreal. The group visited a French-Canadian high school, stayed with French-Canadian families, and tried out their French in local restaurants.

Design tour. Students and staff participated in the International Design Conference at Aspen, Colorado, and were able to see a good bit of the United States on the way out and back.

But perhaps the trip to Webster Groves, Missouri, was the most fruitful of all. It had its genesis in an anthropology class at Alternative East which had seen a kinescope of the CBS documentary, "Sixteen in Webster Groves." The documentary portrayed the life of a teen-ager in a typical suburban community. Our students felt it presented an unfair stereotype. After a heated discussion about the accuracy of the documentary, the husband-and-wife team who teach the course suggested, "Maybe we could make our own show, 'Webster Groves Revisited.'" (*Continued*)

Above: Some of the students and a teacher rapping in the motor home. Left: Preparing to park "The Walrus" on the lawn of a friendly home-owner in Webster Groves, Missouri.

SCHOOL ON WHEELS

Intensive planning followed. First, the students prepared a budget for the trip. From previous experience with the motor home, they had learned that a minimum budget for a 10-day, 1,000-mile trip for eight people was about $235. They decided to budget their trip to Webster Groves as follows: $100 for food that was easy to store and quick to prepare; $60 for gas (the motor home averaged six miles per gallon on regular gas); $5 for oil; $5 for propane cooking gas; $15 for tools; and $50 for emergencies.

Each of the eight passengers shared equally in the expenses. (Students could appeal to the Project's scholarship fund for help if they needed money.)

Then the group made telephone calls to Webster Groves officials—the chief of police, the high school principal, and the city manager—to set up interviews, clarify the purpose of the trip, and work out detailed arrangements for their stay in the town. Although the officials were initially skeptical about one more "documentary," they were cooperative when convinced of the students' sincerity.

Working out the rules and duties for the trip was the next step. Rules were few in number: no drugs, no alcohol, no sex. The duty assignments were more complicated. Students made lists of all the jobs that had to be done before, during, and after the trip and worked out a daily schedule of who would do what. (Earlier trips had been more permissive and unstructured, and, as a result, a few hard workers had gotten stuck with all the messy jobs.)

The group then submitted the detailed itinerary, statement of rules, and schedule of duties to the Learn Through Travel committee. As soon as the committee approved the plan, the students and staff called a meeting for parents of those making the trip.

The next major step was for each student to check with his other teachers to arrange for advance assignments and to borrow textbooks and other study materials. (All students who took trips had to stay up-to-date with their regular classwork, and they found that the long hours on the road and the availability of peer help made the motor home an ideal setting for study.)

And then the packing began. Besides the usual food and clothing, each student brought books and a journal for recording observations and reactions. The group also took along the media hardware needed for making the documentary—a videotape recorder, three still cameras, and three cassette recorders.

One event on the way out was quite instructive. On the second day of the trip, two of the huge tires developed flats. At 6:00 P.M. on that Sunday night, prospects for getting the flats fixed seemed dim because tubes were needed for the tires. But the gas station attendants—whom the students had first labeled "greasers"—stayed overtime for four hours to wait for the parts and fix the flats. During the wait, students and attendants played a fast game of soccer, and after the tires had been fixed, everybody went inside the camper for a party.

A student later commented: "One of the most important things I learned on that trip was that you can't stereotype people."

During the trip, students put together a special newsletter that they mailed back to Alternative East, where it was duplicated and distributed to students, staff, and parents.

The highlight of the trip was, of course, the stay in Webster Groves. For five days, students and teachers videotaped and photographed students, teachers, the high school principal, town officials, and policemen. Then they returned home with their documentary, much the wiser for the trip.

Students weren't the only ones who benefited from the school on wheels. Early in the spring last year, six staff members decided to take a trip to New England to meet with an educational publisher about resources needed in an alternative school. Not only were the teachers able to save a substantial sum of money by using the motor home but they enjoyed the opportunity of using travel time for informal staff sessions. They also got to know each other better than they would have been able to had they traveled by plane and slept in motels.

In fact, students and staff alike seemed to agree that one of the greatest benefits of using the motor home for educational travel was that it forced people to learn how to get along with each other. Each trip became a kind of laboratory in human relations as staff and students had to solve problems of sharing duties, following rules, settling arguments, and respecting each other's privacy. The dining area in our camper converted into a sleeping area, so the vehicle could sleep 10 people. Its design permitted enough privacy for co-ed groups; on every trip the chaperons were "co-ed" as well.

There were plenty of problems—as there always are when people live in close quarters. But participants in the school on wheels learned to alleviate them by observing systematic procedures.

We offer the following advice to those who want to set up a school on wheels:

1. Plan adequately. Students may resist efforts to plan systematically, but careful planning is absolutely essential.

2. Involve parents early in the game and keep them fully informed. Set up a parent telephone chain.

3. Agree on rules before starting on a trip and enforce them strictly. Students traveling together find it easy to forget rules, and resulting postjourney gossip or rumors can be destructive to the program.

4. To facilitate the learning process on the trip, set aside part of each day for quiet study. Have students make some kind of record of the trip—in a journal, on tape, or with photos. Spend the last hour of each day on the road talking over what happened during the day.

5. Give each trip an educational focus.

If we had our way, our school building would just become a place to park the camper between trips. □

Sexism, Racism, and the Education of Women

FLORENCE HOWE, *professor of humanities, SUNY/College at Old Westbury, Long Island, New York.*

□ **We have often heard that the women's movement** consists of white, middle-class, relatively young, dissatisfied housewives or professionals. During the past four years, the phenomenal growth of women's studies courses and the extensive agitation for equitable hiring and promotion policies indicate that young faculty and students have brought the movement onto college campuses. And now the movement has begun to break through barriers of age, race, and class. Until that breakthrough becomes significant, however, the movement will remain at an impasse similar to that of our nineteenth-century foremothers.

While the narrowness of its base has been a defect, the women's movement has also had one virtue that may in time help to broaden that base. From the first, it has been a teaching movement. In thousands of living rooms each week, women open their lives to each other in an educational process called *consciousness raising*. After such rap sessions, women often describe an increased sense of control over their lives and acknowledge a new ability to articulate their desires and goals.

In a visionary or theoretical sense too, the women's movement has been a teaching movement. Through myriad publications and countless public appearances, women in the movement have attempted to answer the primary questions, "Why do sexual stereotypes and inequities exist? How can we change things?" In the past decade since Betty Friedan's *The Feminine Mystique*, we have learned the word *socialization*. We have collected ample evidence by now to know that both women and men are *taught* narrow sexual roles—not only by their own mothers and fathers and by the larger culture around them, but also by one key instrument of that culture, the schools. It is a major function of the women's movement to undo that socialization process, to free children from the scars of sexual stereotyping. The women's movement, therefore, must affect the schools.

Socialization, we know, is not only different for women and men; it is also different for whites and for blacks or other minorities. It is essential to recognize that black women face what Frances Beale has called "double jeopardy" in growing up—they are marked inferior both for their sex and color. It should also be obvious by now that since poor and working-class Americans are socialized somewhat differently (and often separately) from members of the middle and upper classes, the interests of working-class white or black women may be distinctly different from those of the white, middle-class women who began the movement a decade ago.

All that I have said thus far is theoretical and perhaps, therefore, abstract. Since the issues become clearer in practice, let me cite two illustrations.

Example number one: the recent NEA Conference on Sex Role Stereotypes. The NEA is, happily, not a white organization. The Conference organizers, moreover, extended themselves so that minority representation at the conference was not only high but diverse.

Quite naturally, issues of race "intruded" upon issues of sexual stereotyping. Some white members of the women's movement were shaken by the alleged "diversion" of the conference into issues of racism, but in my view—as an inveterate conference-goer—

Ms. Howe is also president of the Modern Language Association and president of The Feminist Press, which is located on the old Westbury Campus. © 1973 Florence Howe.

this is precisely what the women's movement needs. And it is also the basis on which minority women will support or enter the women's movement, since for them the issues of racism and sexism are inextricably linked. After all, white males were not the only ones who dealt with slaves, and white males today are not the only racists.

White and minority women need to talk together at length about the ways in which they perceive each other, as members of groups, as well as the ways in which males of various races see them.

One of the best workshops at the conference included an extraordinarily frank discussion about the ways in which Puerto Rican and Chicano women felt that Black women perceived them—and vice versa. Only when women of various groups begin to understand what all women have in common and also what is distinct about the historical experience of particular groups among them can we deal with sexual stereotypes and begin to look toward the future. At the very least, issues of race, sex, and class must be dealt with simultaneously.

Example number two: I recently taught a course at SUNY/College at Old Westbury called "Introduction to Women's Studies." Currently, Old Westbury's 700-member student body is 48 percent black, 32 percent white, 17 percent Spanish-speaking, and 3 percent "other." At least half its students are from the working class. In keeping with its policy of reaching those traditionally bypassed by higher education, Old Westbury also admits an unusual number of older students —the median age this year is 27. In spite of such extraordinary diversity, only this year, for the first time, was a women's studies course half filled with black women.

While I selected all the literature for the course so that we read as much about the lives of black women as white, we were constantly "diverted" from discussions of sexual stereotyping by queries or statements from black women about racism. For example, when we discussed stereotyping in the selection of children's toys, one older black woman said, "I never played much with dolls because they were all white and I couldn't relate to them." Other black women could not get interested in a study of stereotypes in textbooks, since, as one of them said, "It was all about whites, anyway, and so I felt totally left out."

Those women—black and white—who have worked all their lives as practical nurses or secretaries (at the same time that they have reared children) also could not understand the complaints of middle-class white women about their feelings of inferiority in relation to their husbands. In short, once the population of women is diversified by class, age, and race, a number of issues become significantly complex. We could not talk about sexual stereotypes without, at the same time, at least pausing to consider issues of age, class, and race.

And what of the future? How are my two illustrations suggestive of strategies for change? While we have been a teaching movement, we are only just beginning to reach teachers. Teachers control the atmosphere of the classroom, the use (if not the choice) of textbooks, the choice of additional materials, and the design of the curriculum. They are powerful agents for change if only they will understand the use of that power. When a teacher in a second-grade classroom asks for "two strong boys" to carry boxes, she closes her eyes to reality, since seven-year-old girls are likely to be taller and stronger than boys, and she also reinforces the stereotype of female helplessness.

In April 1972, the Regents of the State of New York issued a series of guidelines under the title, "Equal Opportunity for Women." Pennsylvania and Massachusetts also issued similar documents in 1972, the key focus of which has been ending sexual stereotyping in the elementary and secondary schools. Of all the means for implementing such goals, I would place top priority on teacher education. Teachers are the significant people, the crucial agents for change, especially since most of them are both women and teachers, as well as members of various ethnic and racial groups.

The best way to educate or reeducate teachers is to go the women's studies route—that is, to provide compensatory education for the deficiencies of the currently male-biased curriculum and education system. There are more than 1,500 women's studies courses currently being offered in colleges across the country, a handful of these in departments or schools of education. Students in Old Westbury's early childhood education program, for example, have registered in two women's studies courses this term: the History of Women's Education in the United States and Children's Literature (a special focus on race and sex bias in books written for children).

Experienced teachers may, of course, return to campuses for women's studies courses, but most of them will be reached only through in-service courses provided by their school systems. In New York, groups like The Feminist Press, a nonprofit, tax-exempt educational and publishing organization, have taken the initiative in this educational process. The Feminist Press recently offered two in-service women's studies courses to teachers in the New York City school system. By next fall, the Press will offer courses to school systems on Long Island. These in-service courses aim both at sensitizing teachers to their own habits of sexual stereotyping (and to their racial and class bias) and at providing them with useful materials for rectifying the ordinarily male-biased curriculum. School systems with their own staff of in-service teachers might well begin to consult groups like The Feminist Press for advice on how to begin to reeducate their staffs.

Perhaps at the end of each school day, in the teachers' lounge or in the homes of teachers nearby, diverse groups of teachers will begin to engage in consciousness raising, will learn about their own potential, and will begin to plan collectively to change the bias of their classrooms. □

Should Students Evaluate Teachers?

JOAN JACOBSON, *teacher of English and social studies, Shorewood (Wisconsin) Intermediate School.*

☐ **My class and I agree: Students should evaluate** teachers.

Provided that in each case:

- A mutual feeling of trust has been developed between students and teacher.
- Such information is used solely for the improvement of instruction and not for determining salary, tenure, or promotion.
- The evaluation instrument is cooperatively developed or agreed upon by teacher and students.
- Findings are discussed with students and with others at the teacher's discretion.

By my own choice, I have my students evaluate me twice during the year—at the end of the first semester and at the close of school. They do not sign their names, although many indicate they would be glad to do so.

How did it all begin? I was interested in knowing in some systematic way what my students thought of my teaching. So, several years ago, I began to use a commercially prepared instrument, designed for this purpose. Eventually, however, I concluded that an instrument developed cooperatively with my students might be much more attuned to my own classes. The statements presented below are the result.

A number of significant findings have emerged from the responses of the students in my English and social studies classes. In one instance, the students responded strongly that, in their opinion, I showed marked favoritism to certain students; their comments indicated resentment.

When the students were asked to further clarify their concern, it turned out that they were referring to the special group of hard-of-hearing youngsters who were a part of the class and who indeed did receive special consideration. When we discussed the special needs of these students and the reasons for special treatment, the regular students quickly understood and the resentment disappeared.

In another instance, after I individualized my English class, the students indicated in no uncertain terms that the traditional social studies curriculum was suffering by comparison with the more innovative English course. I agreed with them. It is my belief that students, more than any other group, have an accurate perception of classroom atmosphere and teacher performance. I welcome their evaluation as an important component to help in my professional growth.

If you would like to try student evaluation with your own classes and have further questions, write to me in care of Programs for Professional Excellence, Room 708, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036.

We called our evaluation instrument "Speak Out." Here is the list of statements my classes and I developed for it: The items under the first two headings were scored by students: Never, Seldom, Occasionally, Most of the Time, or Always. The items under the last heading, "Personal Qualifications," were scored by students: Inadequate, Fair, Good, Very Good, or Excellent.

Academic area (social studies or English)

1. You make the subject interesting.
2. You give enough time to do assignments.
3. You know your subject well.
4. You explain the subject well enough.
5. You hold good discussions about the subject.
6. You have a variety of extra activities for us to do.
7. You give about the right amount of homework.
8. You allow time for projects.
9. You are willing to give extra help to those who need it.
10. You allow everyone to give his opinion.

General areas

1. You include us in the planning of the program.
2. Your bulletin boards are attractive and interesting.
3. Your room appearance helps us want to learn.
4. You treat your students equally—without favoritism.
5. You exercise the right amount of discipline.
6. You grade fairly.
7. You are aware of what is going on in your room.
8. You show respect for us.
9. You accept suggestions and take action.
10. Students feel they can confide in you.

Personal qualifications

1. Generally your patience is
2. Your classroom control is
3. Your system of punishment is
4. Your attitude toward students is
5. Your personal appearance is
6. Your voice projection is
7. Your manners are
8. Your understanding of students is ☐

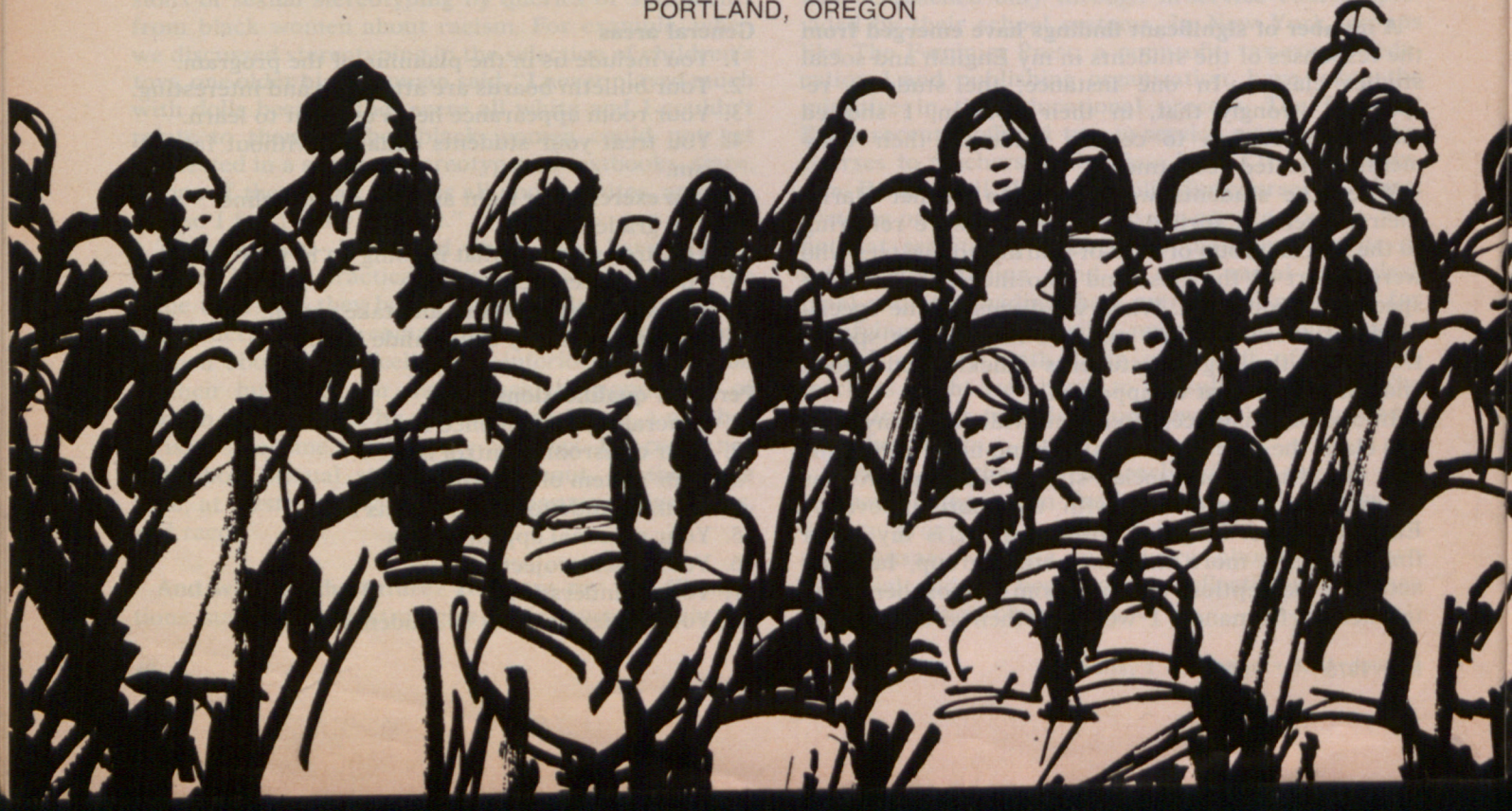
THIS YEAR, WE'RE HOLDING A DIFFERENT KIND OF CONVENTION

ANNOUNCING THE CRITICAL ISSUES CONFERENCE

An exciting examination of the crises inside and outside our schools

NEA Critical Issues Conference, June 29-July 1; Open Hearings, July 2; Representative Assembly, July 3-6

PORTLAND, OREGON



"1983: School as a concept, not a place." A decade of transition. New roles for the school. New roles for the teacher. And a society in search of new truths to believe in.

As educators, we must play a vital role in shaping these changes, or others will shape them for us.

This year, we are opening our convention to discussions of these larger issues. National figures have agreed to participate with us in a two-day dialogue. Included are leaders in political, legal, economic, social, psychological, and cultural affairs, representing a broad spectrum of view and opinion.

NEA President Catharine Barrett

Delegates will take back new concepts for local and state-level association programming. New ideas. New stimuli for positive change.

This is a convention whose true impact will be felt long after the sounding of the final gavel.

National leaders are participating

Edward Kennedy

Senator Edward Kennedy will deliver the keynote address on Friday evening, June 29th, speaking out on the broad problems facing education here and abroad. He will highlight urgent challenges facing the teaching profession, parents, and the government.

Saturday, the convention will concentrate on penetrating discussions of the political, judicial, and economic issues affecting our schools. Albert Harold Quie (R—MN), James G. O'Hara (D—MI), and economist Walter Heller will face a panel of eminent newsmen in the morning session.

Albert H. Quie

Saturday afternoon, delegates will break up into small action-oriented groups for better understanding of specific problems educators will be facing in the decade ahead.

A summary of findings by each of these groups will be given to every delegate at the convention. And program planners at the local, state, and national levels will also receive these reports for use in developing activities that will involve the entire membership in dealing with these problems.

James G. O'Hara

On Sunday morning, psychologist Haim Ginott and author Jonathan Kozol, will discuss the social, psychological, and cultural issues facing education in the decade ahead. Following their presentation, they will answer probing questions from a panel of distinguished newsmen. In the afternoon, delegates will move into small groups to expand on the issues that have been raised.

This year, there will be more opportunity than ever for delegate participation in all aspects of the convention. We expect its impact to spread far beyond the walls of the convention hall in Portland.

Students, Parents, and Drugs

HUGH J. PARRY *and* **IRA H. CISIN,** *staff members, Social Research Group, George Washington University, Washington, DC.*

□ **The use of mood-changing drugs is common in** American life. In a given year, one American in three will have used, primarily for medical reasons, one or more of the so-called psychotherapeutic drugs. By psychotherapeutic drugs, we mean those mood-changing drugs that are used as medicines to alleviate psychic distress and are normally acquired through a doctor's prescription or purchased over-the-counter at a pharmacy. Examples are tranquilizers, sedatives, stimulants, sleeping pills.

Still larger proportions of Americans will have used one or more of the "psychotropic substances." These are other mood-changing drugs of various sorts, licit and illicit, such as marijuana and alcohol, cigarettes and caffeine. With these substances, the reasons for use will be primarily nonmedical: escape, sociability, experimentation, gratification.

More than a little has been written on the patterns of drug use by various subgroups in the population, much of it based upon atypical samples. Students and young people in general have been a perennial target of research, both valid and invalid.

In this paper, we present results from a recent national sample survey conducted by the Social Research Group in cooperation with the Institute for Research in Social Behavior and supported by the National Institute of Mental Health. We will try to avoid broad pronunciamentos and sweeping generalizations and concentrate on factual data in an effort to provide tentative answers to three specific questions that are of interest to educators and parents alike.

1. Considering psychotherapeutic drugs and psychotropic substances combined, are young people more likely than the "parent" group to make use of such drugs? (This is the "prevalence rate" approach.)

2. In the case of use of the psychotherapeutic (medical) drugs, do the two age groups share the same attitudes or are they in conflict? How about marijuana?

3. Can we make a tentative prediction of future patterns of drug use by the young as they grow older?

Our survey on the use of psychotherapeutic drugs and other psychotropic substances helps to shed light on these questions. In that survey, "drug use," that is, use of a substance *as a drug*, was defined as *any* use of marijuana or the psychotherapeutic drugs. For the other substances, the survey established minimum levels of use that would constitute drug use—for example, consumption of seven cups or more a day of coffee and more than a pack a day of cigarettes. All use rates are "current"—that is behavior occurring not more than a year before the date of interview.

For our "student" group, we isolated those respondents in the national sample aged 18-20. Some of these were still in high school; others had recently left. All in all, the group provides a fairly good representation of the behavior and attitudes of older students. For our "parent" group, we isolated those respondents in the sample who had children within the normal school-going years (ages 6-17) living at home with them.

When it comes to the use of psychotherapeutic drugs, the younger and older groups differ widely: Parents were twice as likely as students to be currently using psychotherapeutic drugs prescribed by a physician; students were three times as likely as parents to use psychotherapeutic over-the-counter drugs acquired at will from the drugstore. Nevertheless, for both types of psychotherapeutic drugs combined, the use rate for each group is roughly the same —about one-third.

What about some of the other mood-changing substances? The student group is slightly more likely to have experimented with prescription drugs acquired from nonmedical sources and substantially more likely to have used marijuana. When we compared rates of drug use (as we had defined it) for all substances, students were significantly more likely than their elders—44 percent as compared to 28 percent—to have made *no* use of any of the substances. As for alcohol, tobacco, and caffeine specifically, the parent group contains a higher proportion of moderate to heavy drinkers, heavy smokers, and consumers of seven or more cups of coffee or tea a day. Clearly, we are dealing not just with different rates of drug use but with different types of drug use.

There seems to be little doubt that the young people in the survey have their own types of drugs that differ from those of their parents. It is extremely unlikely that the parents, at their age, are going to switch to the youth pattern. These questions, however, remain: Will the young, with increasing age, change their patterns of drug use to approach that of the present parent group? Will they behave pretty much as now? Or, conceivably, will they combine the two patterns and add the drugs of their elders to the ones they themselves now use?

To give simple yes or no answers is impossible. There are, however, certain clues in our research that we can project cautiously into the future. First of all, we found signs of certain differences in drug use with increasing age. The 21-24 year group, it is true,

(*Continued on page* 58)

THE LAW AND TEACHER RIGHTS: Rulings Define Rights of Nontenured Teachers

□ **Last June, in the Roth and Sinder**mann decisions, the U.S. Supreme Court declared that under certain situations—when a nonrenewal deprives a nontenured teacher of "liberty" or "property"—a teacher must be accorded minimum due process, including a hearing prior to the decision to nonrenew.

These decisions have had major impact on subsequent teacher rights cases involving the nontenured, and further litigation—much of it supported by NEA's DuShane Emergency Fund—is in progress to clarify the Court's complex ruling. Presently, court action is being taken to ascertain the nature of evidence needed to prove deprivation of "liberty" or "property" under the Fourteenth Amendment.

The nonrenewed instructors, Roth and Sindermann, had contended that by failing to renew their teaching contracts, their institutions, as agencies of the states of Wisconsin and Texas, respectively, had deprived them of the "liberty" to pursue their careers and the "property" of their salaries for the ensuing academic year. A nonrenewal, the Court suggested, could restrict a teacher's opportunity for future employment in his profession by imposing a stigma and adversely affecting his standing in his academic community. The Court also said that a property right may be established when a teacher has an objective expectancy of reemployment.

Two Illinois teachers have presented to a federal court evidence of their difficulties in obtaining teaching positions after nonrenewal. The court concluded that an adverse effect of termination might constitute a restriction of liberty under the Fourteenth Amendment. This ruling is now on appeal to the Seventh Circuit. Another Illinois teacher has presented evidence to the Seventh Circuit of her unsuccessful attempts to obtain a language teaching position following nonrenewal.

A federal court in Minnesota has ordered the reinstatement of a physical education instructor and coach to a position in the state's junior college system. Nonrenewed without a hearing and without being apprised that charges against him of racism had been placed in his personnel file, the instructor alleges that the nature of the charge and the resultant stigma involved in nonrenewal for such a reason deprived him of "liberty." The court noted that the likelihood that the charge would lead to foreclosure of the teacher's total career is sufficient to require procedural due process.

The Seventh Circuit recently reversed a district court ruling adverse to the dismissed president of an Illinois junior college, holding that he had been entitled to notice of and an opportunity to refute the reasons belatedly given for his dismissal.

A federal court in Massachusetts found that a teacher who alleged that he was dismissed on a question of honesty has a "right to a day in court" to refute such charges. Without such due process, he would be unconstitutionally deprived of "liberty."

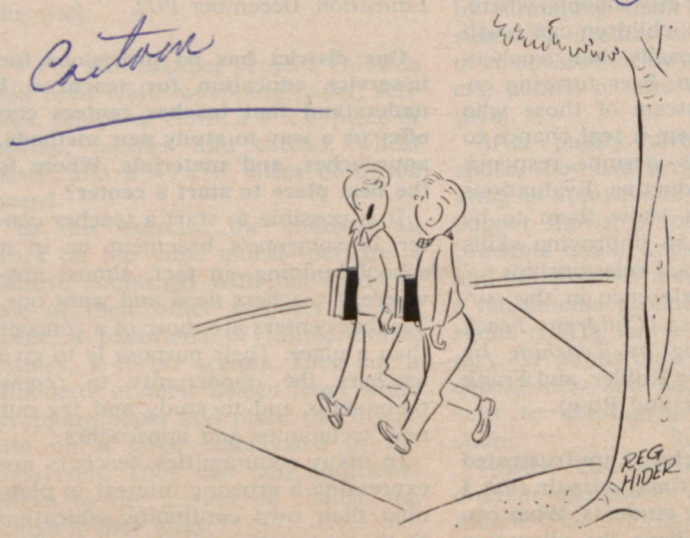
On the other hand, the Fifth Circuit indicated that the fact that a discharged administrator "received approximately 20 offers of employment within 11 days after being fired" militates against his claim that his reputation is at stake.

Decisions regarding deprivation of property rights have also been rendered. A Virginia teacher, nonrenewed after 29 years' continuous employment in her school system—without being given reasons or an opportunity to challenge them—established in the U.S. Court of Appeals for the Fourth Circuit that her cavalier nonrenewal after such long service might amount to an unconstitutional denial of a property right. A trial court must now determine her entitlement to continued employment.

On the other hand, the Eighth Circuit ruled that a Missouri teacher, nonrenewed less than three months prior to the date the state's tenure law became effective, did not have an expectancy of reemployment because, citing *Sindermann*, "he had no contractual or other claim to job tenure" and therefore was not entitled to pretermination procedural due process.

The courts continue to interpret "liberty" and "property." Several cases are now being reheard by federal appeals courts; in addition, the U.S. Supreme Court has been asked to clarify the intent of *Roth* and *Sindermann* and to further extend the due process rights of the nontenured. NEA continues to direct its resources to these efforts to obtain fair and equitable treatment for the nontenured.

◆ *This is another in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund, NEA Programs for Human and Civil Rights.*



"I'm going to take Ancient History—they can't change that."

TEACHER TIE LINE

Do you have questions related to instruction and professional development with which the NEA may be able to help?

"Teacher Tie Line" is a new column intended to respond directly to questions sent in by Journal *readers that can be answered in the space available. Answers will reflect the opinions of teachers and consultants who have educational background and/or direct experience with the subject of each question. Reader response to questions is also welcomed.*

Please send questions to Teacher Tie Line, Today's Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Some of the teachers at my school want to start a project in which children will help teach other children. Wasn't this method of teaching discarded years ago?

Far from being old-fashioned, having children teach other children is very much a part of many school programs today. But these programs are structured and quite specific, with young tutors receiving some training and preparation in how to tutor. They also participate in planning the program and in developing materials and activities. Having youth tutor youth individualizes learning, offers young tutors an opportunity to feel needed, and helps them to improve their skills while teaching younger children.

The program has been particularly successful in inner-city schools, where, in many instances, children can reach each other more easily than teachers can reach children. Peer tutoring enhances the self-esteem of those who tutor by giving them a real chance to experience success, assume responsibility, and be productive. Evaluations of such programs show them to be highly successful in improving skills and in creating good relationships.

One excellent reference in the current literature is: *Children Teach Children: Learning by Teaching* by Alan Gartner, Mary Kohler, and Frank Riessman (Harper and Row).

As an urban teacher, I am frustrated by the detachment and despair that I see in many of my students. What can teachers do to relieve the alienation felt by some of their students?

Children become alienated when they are not seen as they really are or as valuable people and when their needs for identity, community, or release from racial oppression have been unattended.

The results of such neglect are confused, angry, lost children who feel unwanted and worthless and who act out these feelings by being withdrawn or rebellious or, in extreme cases, by taking drugs, dropping out of school, being violent, or committing suicide. This alienation is rooted in family life or American society or both.

Teachers can help by screening teaching materials to see that they contribute to children's need to be considered valuable—as human beings; as members of a racial, ethnic, religious, and sexual group; and as themselves. Instructional materials should not overemphasize white, middle-class, Western European, male-oriented values and exclude or malign all others.

Teachers must provide educational experiences that lead young people (especially the children of the poor) to greater self-respect.

The following sources may prove helpful:

- *Toward a Contact Curriculum* by Mario D. Fantini and Gerald Weinstein. (Anti-Defamation League of B'nai B'rith, New York, NY.)
- "Special Feature on The Schools and Sex-Role Stereotyping," *Today's Education,* December 1972.

Our district has no provisions for in-service education for teachers. I understand that teacher centers can offer us a way to study new methods, approaches, and materials. Where is the best place to start a center?

It is possible to start a teacher center in someone's basement or in a school building—in fact, almost anywhere if teachers need and want one. Teacher centers are more of a concept than a place. Their purpose is to give teachers the opportunity to renew their skills and to study and try out new techniques and approaches.

In many communities, teachers are expressing a growing interest in planning their own continuing education by diagnosing their needs and developing programs to meet these needs. If your staff is interested in starting a center, you can promote such a project through your local association.

NEA Programs for Professional Excellence has prepared a prospectus that details ways to go about setting up a center. Have your local association president write to: Information on Professional Excellence, Room 708, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036.

For further information about teacher centers, see "Teacher Centers: Can They Work Here?" in the January 1973 issue of *Phi Delta Kappan.*

Homework is surrounded by so much controversy in our school that I would appreciate some guidelines for teachers on how to approach the matter. Can you give me some do's and don'ts?

- *Do* make homework assignments positive, with the purpose of reinforcing a student's skills and expanding his interests
- *Don't* ever use homework as punishment for classroom misbehavior.
- *Do* dignify homework assignments by reviewing and responding to them.
- *Don't* downgrade homework as busywork by announcing that you will neither collect nor examine it.
- *Do* adhere to school policy on the amount of homework time requested from students.
- *Don't* forget that students—particularly in secondary schools—carry responsibility for a number of courses that can easily cause undue homework hardship unless teachers coordinate assignments.
- *Do* explain a new concept in class.
- *Don't* introduce new concepts to students in homework assignments.
- *Do* give students whatever information they need to work independently at home.
- *Don't* burden students with confusing or extremely difficult homework, which puts them in a position of copying another student's work or of asking someone else—a parent, for example—to do the bulk of the assignment.

The following may also be useful to you: "Homework that Works" in the December 1972 issue of *Today's Education.*

LET'S BE CREATIVE: Making Murals and Saying It with Slides

Here are two more ideas in the series of articles on creative art activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association, an NEA national affiliate, has cooperated in the preparation of this series.

Here are four suggestions for making murals that elementary school teachers might like to try out with their pupils:

• To make a 4′ x 5′ wall design, on which all the children work together, pupils will need pieces of 9″ x 11″ sandpaper, crayons, a 4′ x 5′ piece of upson board (quarter-inch thick paperboard available at lumber yards in 4′ x 8′ sheets), an opaque projector, tempera paints, spray shellac, and pine boards.

Have each child make a design on the sandpaper with crayons and then select the one that will make the best wall design. Tape the upson board, already cut to the desired shape, to the front wall of the classroom. Using the opaque projector, project the design, enlarged to the proper size (4′ x 5′), on the upson board.

Several students can then trace the lines of the design on the upson board and paint the design with tempera paints. When it is dry, they can give it two coats of spray shellac. Next, the pupils nail 1″ x 3″ pine boards around the painting, and it is ready for hanging.

• To make wall hangings out of scraps of cloth, the children need 3′ x 5′ pieces of white wrapping paper, crayons or paints, pins, pieces of solid colored cloth, scissors, 3′ x 5′ pieces of burlap, needles and thread, and pieces of cardboard.

The children draw pictures with crayons or paints on the white wrapping paper and then cut out the different parts of their drawings, separating the pieces by color. Then, they pin these paper patterns to pieces of cloth of the same color as the paper pieces and cut out the cloth pieces. Following the original picture on the wrapping paper, the children put the cloth pieces in their proper locations on the pieces of burlap, pin the cloth pieces down around the edges, and sew them with a running stitch to the burlap. Last, the youngsters stretch the burlap over heavy pieces of cardboard, frame the pictures, and hang them on the wall.

• To make a third kind of wall decoration, children need pieces of white wrapping paper, paints or crayons, 4′ x 8′ sheets of upson board, paint brushes (I suggest 2-inch varnish brushes), and spray shellac.

The children paint or crayon a figure or design on their papers. Then, they transfer the figure in an enlarged form on the upson board. Dividing the board into parts helps children to get their figures or designs to scale. For example, if a child draws a policeman, in transferring the figure to the upson board, he can divide the board into three sections—the top section for the head and neck, midsection for the shoulders to the ends of the fingers, and the lower section for the legs and feet.

Then the children paint their murals, let them dry, and spray shellac them.

If the children have made human or animal figures or flowers, the teacher may cut the outlines of these with an electric jigsaw before mounting them on the wall. Putting a small spool between the figure and the wall and driving a nail through the hole of the spool sets the cut-out figure about an inch and a half away from the wall.

• For still another project, children will need white wrapping paper, scissors, scraps of cloth, a 4′ x 8′ piece of burlap, needles and thread, wheat paste, and a 4′ x 8′ sheet of upson board.

In this exercise the children all work on the same mural—perhaps a picture connected with the study of one of their other subjects (a city scene, a panorama of United States history, a forest scene). They cut a silhouette of their design from white wrapping paper and place the silhouette on a large blackboard in the classroom. They can add additional pieces to the picture or change the design if they wish.

Students match scraps of cloth to each part of the paper silhouette, selecting fabrics or patterns which best represent each detail. Then, they cut out the fabric pieces, arrange them on the burlap base, and stitch them in place. The completed work should be secured with wheat paste to a sheet of upson board and then nailed to the wall. As a finishing touch, the children perhaps might want to fasten a wooden frame around the mural.

—**R. A. Yoder,** *art supervisor, Waynesboro, Virginia, public schools.*

The following activity capitalizes on the visual approach, using an unusual creative technique. The teacher may incorporate this activity with almost any unit the class happens to be studying—pollution, space, poetry, and so on.

The materials needed are: discarded color slides; tiny brushes; bleach or ammonia; candles; needles and compasses; paints, Magic Markers, and bits of cellophane.

Pupils brush the bleach or ammonia onto the emulsion side of their slides (usually the slightly duller of the two sides). These liquids will begin to dissolve the emulsion, causing some fantastic color reactions. Then, pupils carefully heat their slides with the flames from the candles, which speeds up the reaction and results in some bubbling. The youngsters can add more color or pattern to their slides by putting two slides together; by scratching them on the emulsion side with needles or with the points of compasses; or by using Magic Markers, paints, or bits of cellophane on them.

After pupils have prepared their slides, they can project them in creating an atmosphere for oral readings, puppet shows, or oral book reports. Students might work in small groups and put together a series of slides for a multimedia production with music, sound effects, and a written commentary. Or pupils may wish to work independently and write poems or essays to accompany their projected slides.

—**Allen Caucutt,** *art teacher and director of creative arts, Maple Dale-Indian Hill schools, Milwaukee, Wisconsin.*

Corporal Punishment

(*Continued from page* 21)

hospitalized, have been so traumatized over a period of time that their parents have had to send them to "special schools." But I did not emphasize this aggravated degree of corporal punishment, because what normatively happens day-by-day in those schools which allow corporal punishment is bad enough, is sufficiently injurious to the spirit of children so that it too should be stopped.

And corporal punishment should be stopped entirely. I know the argument that "reasonable" corporal punishment should be left within the powers of school administrators and teachers. That very argument was made during the school board meeting in Walterboro, South Carolina, where parents complained of their children's having been bruised because they had made mistakes in their classroom work. A school authority at that meeting promised that such punishment for such an offense would not happen again. But he still upheld the need for paddling "within reason." However, that term is so loose—despite whatever attempts are made to circumscribe it—that children will continue to be subject to quite different interpretations of "reasonableness" by quite different teachers and administrators. Furthermore, there is the overwhelming evidence that hitting a child in a school situation does psychic harm and that there are other ways in which to deal with infractions and misbehavior. More humane ways.

I also believe that fundamental constitutional rights are violated when a child is hit by a teacher or administrator. Admittedly, the Supreme Court has not yet so decided. Most recently, on November 20, 1972, the Court declined to hear an appeal of a lower court ruling that permits the Dallas public school system to continue paddling "unruly" students *(Ware v. Estes)*. But the Court's decision not to hear an appeal is *not* a decision on the constitutional merits of other cases against corporal punishment which are now moving through the courts.

The route to judicial remedy of this issue is far from closed, and certainly there is the corollary route of working to get state legislation passed to outlaw corporal punishment in the schools. In that respect, the proposed model law outlawing corporal punishment found on page 29 of the NEA's *Report of the Task Force on Corporal Punishment* is a useful beginning.

My own preference is for the actual law enacted by the Commonwealth of Massachusetts in 1972. It reads: "Be it enacted by the Senate and the House of Representatives. . . . Notwithstanding any provision of law to the contrary, the power of the school committee or of any teacher or other employee or agent of the school committee to maintain discipline on school property *shall not include the power to inflict corporal punishment on any person.*" (Italics mine.)

As Massachusetts State Senator Jack Backman, the sponsor of the bill, explains, total abolition of corporal punishment does not prohibit the use of force to quell a student disturbance or the use of force by a teacher or other employee to defend himself. Corporal punishment, Backman makes clear, is physical force used as *punishment*. Accordingly, no qualification is needed to provide for the use of necessary force to protect life and property.

I do think that the *beginning* of the NEA Task Force model law is preferable, in its wording, to the Massachusetts statute because it more clearly includes *all* schools in a state. It reads: "No person employed or engaged by an educational system within this state, whether public or private, shall inflict or cause to be inflicted corporal punishment or bodily pain upon a pupil attending any school or institution within such education system. . . ."

In any case, it is long past time for laws abolishing corporal punishment to be passed in each state of this nation. We have been a long time learning what the Indiana Supreme Court stated as far back as 1853 (*Cooper v. McJunkin*, 4 Ind. 290):

"The public seem to cling to a despotism in the government of schools which has been discarded everywhere else. . . . The husband can no longer moderately chastise his wife; nor . . . the master his servant or apprentice. Even the degrading cruelties of the naval service have been arrested. Why the person of the schoolboy . . . should be less sacred in the eyes of the law than that of the apprentice or the sailor, is not easily explained."

To help safeguard the person of the schoolboy and the schoolgirl, the National Committee To Abolish Corporal Punishment in Schools (NCACPS) was formed in Dallas on October 6, 1972.

An outgrowth of the National Conference on Corporal Punishment in the Public Schools held in New York in May 1972 (coordinated by the American Civil Liberties Union and the American Orthopsychiatric Association), this new group, of which I am a member, is also nationwide. Jointly chaired by Carolyn Schumacher, a Pittsburgh doctoral candidate and mother, and Julian Hudson, who headed the NEA Task Force on Compulsory Education and Corporal Punishment, it includes parents, teachers, students, psychologists, attorneys, and a diversity of other citizens. (To receive or provide information, write to the editor of the NCACPS newsletter, "Strike Three," Donna Hazouri, Division of Educational Studies, Emory University, Atlanta, GA 30322.)

In addition to working for the abolition of corporal punishment through the courts and the legislatures, those of us on the NCACPS are also engaged in exploring alternatives to corporal punishment in the schools. The NEA *Report of the Task Force on Corporal Punishment* outlines many possibilities in this regard; and I, both in connection with my work on the committee and as part of the research for a book, *Learning To Be a Free Citizen*, would welcome any suggestions in this area from teachers. Please write to me at 25 Fifth Avenue, New York, NY 10003.

Meanwhile, the beat goes on. In October 1972, the school board of Aztec, New Mexico, banned the use of rubber hose for disciplining grade school children. Instead, corporal punishment will henceforth be administered in those schools with a leather strap. □

Memb. Poster

Thank You*

*to 1,262,902 NEA members

By your support of NEA, NEA can support you.

nea helping teachers teach

Drugs . . . (*Continued from page* 52)

behaved very much like the 18-20 year group. But when we examined the behavior of the older "under thirties" (those aged 25-29), several differences appeared: Prevalence of prescription drug use almost doubled; use of over-the-counter drugs went down by two-thirds; drinking shot up more than 20 percentage points; heavy smoking doubled; marijuana use was halved. If (and this is a big if) the present can be projected into the future, we are likely to see today's youth make a similar shift.

Since such a switch on the part of the present student group would mean a marked increase in the use of prescription psychotherapeutic drugs, we asked respondents a series of questions on such drugs. First, there was a series of general attitude questions about tranquilizers, as typical of psychotherapeutic drugs, stressing such subjects as their efficacy, morality, and safety.

In general, the two groups reacted alike: Three-fourths felt tranquilizers worked well, but at the same time both groups were worried about possible side effects—loss of control, drowsiness, and the like. In only two instances were there differences: The student group was significantly more likely to feel (a) that use of tranquilizers was a sign of weakness and (b) that it could prevent a patient from working out his problems for himself.

On the surface, this would imply a more widespread acceptance among the student group of a moralistic reaction to prescription tranquilizers and, consequently, less likelihood that they would switch toward them in later life. We suspect, however, that much of this moralizing is merely verbal. We found a definite switch of opinion when we got down to specific cases and asked the two groups—the student group and the parent one—a series of questions about the legitimacy of using tranquilizers or stimulants to improve minor or major personal malfunctioning at work and in a family situation.

The student group was *more* likely than the parent group to approve of both tranquilizer and stimulant use in cases of major malfunctioning at work and was *just* as likely to approve similar use of prescription psychotherapeutic drugs when it came to malfunction in family relations.

Finally, in respect to marijuana, there is a big gap between the two groups. The student group is three times as likely as the parent group to favor legitimizing marijuana use. In contrast, almost half of the parent group favor making present penalties even more severe. To some extent, we suspect, the present views of the student group will persist as they grow older. If this is so, they are more likely to use marijuana on occasion even when they reach the age of the parent group—particularly if the recommendations of the National Commission on Marijuana and Drug Abuse for the "decriminalization" of marijuana use are adopted. □

IDEA EXCHANGE

Advertising Campaign

To promote interest in the study of *Julius Caesar,* I divide my class into groups of five or six and give each group the following instructions:

"You are to create an advertising promotion campaign for a production of *Julius Caesar.* In exactly one week the acting company will be in the town of See Nothing, Nowhere. You must assume that the townspeople have no knowledge of either Shakespeare or *Julius Caesar.* The campaign must be effective enough to pack the theater for two consecutive nights. Your main goal is to make the other groups feel that they simply *must* see this play."

I give the groups at least one full class period in which to formulate plans and ask them to arrange at least one advertising activity for each day of the week.

Each group presents its campaign on a specified day, and the rest of the class makes an evaluation. Almost all groups of students can succeed in this assignment, which usually leaves them enthusiastic about *Julius Caesar.*

—Feryl J. Bergin, *teacher of English, Jeffersonville (Indiana) High School.*

Rearranging the Classroom

My third graders and I decided our classroom was too regimented with the desks in straight rows, so we tried two different seating arrangements.

In the belief that it is important to listen to the children's views when we experiment, I questioned each child at the end of the week to get his reactions to each arrangement. The feedback was informative.

Conclusions about the first arrangement—the circle—were:

1. There was more space, which made it easier to move around.
2. The room looked better.
3. It was easier to see the board.
4. It was easier to see each other.
5. They liked having the teacher sit in the circle with them.

Our second experiment consisted of moving the desks into six groups with four desks in each group. Here are the conclusions:

1. When something needed explaining, four people could learn from the teacher at one time as she moved from group to group.
2. It was much easier for me to distribute materials and for the youngsters to work on projects together.
3. When they played games, they didn't have to leave their desks to find a partner.
4. There was less confusion.

I took photographs of the class activities and tacked them to the bulletin board. The children enjoyed seeing themselves in action.

—Barbara W. Strous, *third grade teacher, Transeau School, Williamsport, Pennsylvania.*

Assigning Chores

I teach Introductory Physical Science to ninth grade students in a room also used for chemistry and biology. In order to get the housekeeping work done so that the room will be in good shape for the next teacher, I assign various tasks to different groups of

(*Continued on page* 59)

students. Every week I assign the groups to different tables. Specific tasks go with specific tables, so the job assignments change each week as the students switch positions.

This arrangement has an added bonus as I can visit with the group near my desk and thus become better acquainted with all students instead of just getting to know a few very well, as usually happens.

—Merlin Wright, *science teacher, Johnson Brock Public School, Johnson, Nebraska.*

Take a Number

In setting up an individualized math program in which children work at their own rate, I found one of the complications was the great number of questions each child had regarding his particular problems. This frequently resulted in my having many children converging on me at once, all eager to have questions answered immediately. No amount of pleading for orderly lines, courtesy, and so on seemed to help.

Finally I hit on an idea used frequently in business, which completely solved the problem: "Take a number for better service." All I needed was a block of wood, two nails, and a deck of playing cards (I used only ace through 10 of each suit and ranked the suits as in bridge). I drove a nail on either side of the block and labeled one "Take" and the other "Return." A hole drilled through one end of the cards completed the device.

—Kathleen Juntunen, *sixth grade teacher, Walnut Lake Elementary School, Birmingham, Michigan.*

Typewriter Fun

My second graders enjoy a project that involves a well-worn typewriter and a supply of paper, placed in a far corner of the room.

Here, the children learn not only to operate the typewriter but to spell, write, and create new "designs" with the letters. (Some teachers might want to show students the standard way of placing their fingers on the keyboard.) The activity is so popular that I have to place a sign-up sheet in the room, and the children learn to tell time in order not to miss their turns.

—Jim Barker, *second grade teacher, Pajarito School, Albuquerque.*

FOR STUDENT RECOGNITION

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No. 1 Diploma. Suitable for any purpose — High School, Junior High or any special course study. 8½" x 12", printed in script with scroll border, on heavy white ledger paper. Appropriate blanks are provided for pupil's name, school, etc. The diploma reads as follows: This Certifies that ____ has honorably completed the approved Course of Study prescribed for the ____ and by ____ Intellectual Attainments, Excellence in Scholarship and Deportment is awarded this Diploma. in Witness Whereof, we have hereunto affixed our signature at ____ State of ____ day of ____ 19__.
$2.00 per dozen.

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209791* KOSTELANETZ PLAYS CHICAGO — COLUMBIA

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☐ Cartridges (K5-W) ☐ Cassettes (K6-X) ☐ Reel Tapes (K7-Y) 58N

OR TAPES

MY MAIN MUSICAL INTEREST IS (check one box only)

☐ Easy Listening ☐ Teen Hits ☐ Country ☐ Classical

Whichever Club I've joined, all selections will be described in advance in the Club magazine, sent every four weeks. If I do *not* wish any selection, I'll mail the card provided by the date specified, or use the card to order any selection I do want. If I want *only* the regular selection for my musical interest, I need do nothing — it will be shipped automatically. Occasionally, I'll be offered special selections which I may accept or reject by using the dated form provided.

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☐ Mrs.
☐ Miss.....
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City..... State & Zip.....

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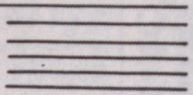

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